DOCUMENT RESUME

ED 089 539 FL 004 867

AUTHOR	Lukoff, Fred
TITLE	Spoken Korean: Book One.
INSTITUTION	American Council of Learned Societies, New York, N.Y.; Linguistic Society of America, Washington, D.C.; Spoken Language Services, Inc., Ithaca, N.Y.
PUB DATE	72
NOTE	371p.
AVAILABLE FROM	Spoken Language Services, Inc., P.O. Box 783, Ithaca, N. Y. 14850 ($7.00; records, $40.50)
EDRS PRICE	MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	*Conversational Language Courses; Cultural Education; *Independent Study; *Korean; *Language Instruction; Language Skills; Modern Languages; *Textbooks; Uncommonly Taught Languages

ABSTRACT

This text is designed for students planning to learn spoken Korean. Ten lessons and two review sections based on cultural experiences commonly shared by Koreans are included in the text. Grouped in series of five lessons, the instructional materials include (1) basic sentences, (2) word study and review of basic sentences, (3) listening comprehension, and (4) conversation exercises. The text is suitable for both independent study and classroom use. A key to exercises and tests is included. (RL)

ED 089559

NEW FORMAT

Fred Lukoff

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SPOKEN KOREAN

BOOK ONE

Spoken Language Services

FL 004 867

This is one of a series of self-teaching textbooks in more than thirty languages prepared under the aegis of the American Council of Learned Societies and the Linguistic Society of America. There are four hours of recordings keyed to the printed text.

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Spoken Language Services, Inc.
P.O. Box 783
Ithaca, New York 14850

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INTRODUCTION

1. This Course in spoken Korean is designed as a general introduction to the Korean language. It contains all the essential grammatical materials for learning to speak everyday Korean, and its vocabulary, though small, is built around a number of the most useful common situations and current topics. It is based on the principle that you must *hear* a language if you are to understand it when spoken, and that you must practice *speaking* it in order to master its sounds and its forms.

A teacher will often not be available for those for whom this book is written. So the course has been made as nearly self-teaching as possible. This manual covers the course completely and requires the use of no other reference material.

2. The Korean language is spoken by about 23 million people (1942). This number is approximate, but probably includes the populations of numerous settlements of Koreans outside of the Korean peninsula. There are numerous islands around the southern and eastern coast of Korea, the largest of which is Quelpart, with a population of about 115,000. Also, there are about one million Koreans settled in China, Manchuria and Siberia. The number of Koreans in Japan proper is around 500,000, though this figure is by no means necessarily accurate. In addition, there is evidence (1945) of fairly large groups of Koreans scattered throughout the Japanese-held islands in the Pacific, where they are mostly laborers.

Variations in language are perfectly natural and are found in every language in the world. So do not be surprised if no two Koreans whom you meet seem to talk in exactly the same way. All the people you meet in Korea will understand the kind of Korean presented in this manual, and a great many of them, especially in the larger towns and cities and among the fairly well educated will speak it exactly as you find it here. The people in the country areas and even some of the people in the cities, may, however, speak a slightly different kind of Korean. If the pronunciation you hear is not quite like what is given to you in this manual or what [illegible] hear in this course, *imitate the person with whom* *you are speaking*. Likewise, do not hesitate to use the gestures which you see, for they are part of the language. Imitate them if you can.

3. A Native Speaker and This Manual are used in this course to help you in learning to speak Korean. The two must be used together. Neither is of any value without the other.

This manual has been so organized that it can be used to study by yourself or in a group. If you work in a group, and have no regular teacher, choose one of the group to act as *Group Leader*.

4. A Native Speaker is the only good source of first-hand knowledge of the pronunciation and usage of any language. The method used in this manual requires the presence of a native speaker of Korean, preferably a person who can be on hand throughout the course, or next best the voice of a native speaker recorded on the phonograph records which are supplied with this manual. The native speaker is referred to as the *Guide*. The Guide's job is to act as a model for you to imitate, and as a check on your pronunciation and usage. It is not his business to be a "teacher" or to "explain" the language to you. *That* is the function of this manual. The Guide should be, if possible, a person who speaks more or less the type of Korean found in this manual, but he should speak it naturally and without affectation. He should be neither overeducated nor too uncultured.

5. This Manual is divided into five major parts, each containing five *learning* units and one unit devoted to *review*. Each unit contains several *sections*, usually the following:

A. Basic Sentences (with Hints on Pronunciation, in Parts I and II, and Pronunciation Drill, in Parts III, IV, and V)
B. Word Study
C. Review of Basic Sentences
D. Listening In
E. Conversation
F. Conversation (Cont.)

These six sections are followed in each learning unit by a *Finder List* containing all the new words in the particular unit. At the end of the manual are included a summary of all word study material as well as supplementary word lists for Units 13 through 30. All the words in the manual are included in two complete vocabularies, Korean — English and English — Korean.

6. **The Basic Sentences** in each unit are arranged so as to give you a number of new words and a number of new ways of saying things, first broken up into words or short phrases, and then combined in complete sentences.

7. **The Aids to Listening** which are found throughout the book present a simplified writing which is designed to help you in remembering the Korean words *as they sound*. In this simplified writing, each Korean sound is always represented by one and the same letter.

8. **The Hints on Pronunciation** are given you to help you improve your speech in Korean. No language has sounds exactly like those of any other; and in Korean you will find some sounds which are quite absent from English, and others which are somewhat but not exactly like English sounds.

After you go through these Hints you will be able to hear and imitate more precisely the sounds in the *Basic Sentences*.

9. **Pronunciation Is Important** for a number of reasons: if you expect to be understood when you speak a foreign language, you will have to pronounce it more or less the way the people are used to hearing it. Furthermore, the nearer you get to pronouncing the precise sounds, the easier it will be for your ear to catch the sound as spoken by a native, and the more rapidly you will pick up new words and phrases and make progress in learning the language.

10. **The Native Speaker Is Always Right.** At times this manual or the phonograph records may show one pronunciation and the particular native speaker who acts as your Guide will pronounce something a little different. Always imitate the pronunciation of your Guide rather than that of the phonograph records or of the *Aids to Listening*.

11. **The Word Study** sections show you certain uses and combinations of words and phrases studied up to that point; you are taught how to take apart the words and phrases which you have heard and how to make new words and phrases on the same model.

12. **The Listening In** section gives you a number of conversations, anecdotes, or stories, which use the vocabulary and constructions you have learned in each unit and in all those preceding. Its purpose is to give

you practice in listening to and understanding the foreign language as you might overhear it in normal conversations among Korean-speaking people, and to furnish you with models for your own conversation practice.

13. The Conversation Practice represents the central aim of the course. Situations will be outlined which will give you the setting for your conversations. Here you will be able to make use of all the material that you have learned up to this point.

14. In Speaking Korean you should *not* first figure out what you want to say in English and then translate it into Korean, word for word. You should apply, instead, the words and expressions you already know to the given situation. If you cannot immediately rattle off a word or expression to fit a particular situation, go on to another, or ask a question, but under no circumstances attempt to compose long and complicated sentences. As soon as you do, you lapse into English speech habits and stop learning Korean and Korean speech habits.

When people speak to you, they will often use words and expressions you do not know. If you can't guess their meaning, try to find out by asking questions in Korean, or by asking them to repeat slowly, or to explain in simpler terms. If you do this you will constantly learn more and will practice the Korean you already know in the process.

Your learning of Korean will not stop, therefore, when you have mastered this material. You will, rather, be able to get around among the people, practice what you know, and steadily pick up more and more words and phrases. Try to learn them as you go. Carry along a notebook to jot down what you want to remember; you can then review this new material from time to time.

You should not wait until you have finished this manual before you start using the language. Start practicing right away. When you have done the first unit, try out the expressions on as many people as possible. When you try out your Korean, even at this early stage, make it slide off your tongue as smoothly as possible. Be careful not to slip back into a careless English-like pronunciation. Listen closely to what the person says in response, trying to catch as much as you can. The first few times it may be hard to catch even the words you know, but you will improve rapidly if you keep on practicing every chance you get.

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PART ONE

UNIT 1

GETTING AROUND

To the Group Leader: Each unit of this course is divided into *six sections*. It is suggested that the group spend not less than fifty minutes on each section.

Before you get the group together to work on this first unit, read carefully the following material up to the heading *Useful Words and Phrases* on page 4. When the group meets, read the material aloud to them or have some other member of the group do the reading. The students will follow the reading with their books open. Be sure that your Guide, or the phonograph and records, are ready before the group meets for work on Section A. See that the Guide is supplied with a copy of the *Guide's Manual* which tells him just what he is to do and gives him the Korean he is to speak to the group. You yourself should consult the back of the Guide's Manual for further instructions.

You should look through all of the sections of this unit, reading the directions carefully, so that you will have in mind the general plan of the work. Always get clearly in mind the directions for a section before you take that section up in group meeting.

This unit gives you the most immediate and necessary expressions that you will need in meeting people, asking your way, buying things, and counting. The amount of learning and memorizing required for the first unit is considerably greater than that for any later unit. You are given such a large dose at the start because this unit is meant to be a kind of "language first aid" which gives you enough useful expressions to enable you to make ordinary wants known and to carry on a simple conversation in Korean from the very start.

All but a few of these words and phrases are selected from the phonograph records for the Korean Language Guide (Introductory Series) (TM 30-342). If you have worked with these records the present unit will serve as a review.

SECTION A—USEFUL WORDS AND PHRASES

In the list of *Useful Words and Phrases* which follows the English equivalent of these words and phrases is given at the left of the page. Opposite are the *Aids to Listening* which will help you in getting the sounds. The

Group Leader will first read the *English Equivalent* and pause for the *Guide* to speak the Korean. Every member of the group then repeats after the Guide. The Guide will then say the Korean a second time and everybody will repeat after him as before. The Group Leader will then read the next English Equivalent and the Guide and group will follow the same procedure.

If no Guide is available, the *phonograph records* provided for the course should be used. When the group is ready, the Group Leader will begin playing the appropriate record and the group will repeat right after the Korean speaker during the silences on the record. The phonograph records can be used with profit even in cases where a Guide is available because they can be heard between meetings of the group, whenever it is convenient to you; they furnish additional practice in hearing Korean; you may listen only to those portions which you have found difficult; and the records may be played as often as you wish. In case the speaker on the record has a Korean pronunciation different from that of your Guide, use the records only for listening and understanding and not for imitating.

Whether you are working with a Guide or with the phonograph records, you must repeat each Korean word and phrase in a loud, clear voice, trying at all times to imitate the pronunciation as closely as you can. Mimic everything, even the Guide's gestures and the tone of his voice. Keep constantly in mind the meaning of the Korean you are about to hear, glancing at the English equivalent whenever you need to remind yourself. When you are hearing the Korean, keep your eyes on the *Aids to Listening*. But whenever the written form seems to you to differ from the spoken sound, follow the spoken sound always.

In the first twelve units, do not attempt under any circumstances to pronounce the Korean before you have heard it. You will only make trouble for yourself if you try to guess the pronunciation by "reading" the *Aids to Listening*.

If you are working with a Guide who does not understand English, ask the Group Leader to demonstrate for you what *hand signals* to use to let the Guide know when you want him to read more slowly or to repeat.

To the Group Leader: If the Guide does not speak English, he is instructed to follow these hand signals:

1. Index finger raised: BEGIN
2. Hand raised, palm toward the Guide: STOP
3. Palm down, hand moved slowly in semi-circle: SLOWER

4. Beckoning with index finger: REPEAT
5. Hand held palm up and moved quickly up and down. LOUDER

Remember that each phrase you say has a real meaning in Korean and so you should always act as though you were really saying something to someone else. You will learn fastest if, when your book is open, you follow these steps:

1. Keep your eyes on the *Aids to Listening* as you listen to the Korean being spoken.
2. Repeat immediately what you have heard.
3. Keep in mind the meaning of what you are saying.

Begin the words and phrases as soon as your Guide is ready or when the Group Leader is ready to play the first phonograph record.

To the Group Leader: Give the members of the group a chance to ask questions about the instructions. Make sure that everyone understands just what he is to do. Then have the students go through the list of *Useful Words and Phrases* once, with the books open, repeating in unison after the Guide. Following this first practice, read with the group the *Comment on the Aids to Listening* on page 8. Make sure that everyone understands it.

Now go through the list a second time, just as you did before. And finally, go through it a third time, but let the students take turns repeating individually after the Guide — a sentence to a student. Indicate the order in which the repetitions are to go, who is first, who next, and so on. Continue this individual repetition as long as the time permits. Then, just before dismissing the group, read with them the paragraph headed *Check Yourself* on page 9.

Here are some hints that will make the work of the group more effective:

1. Insist that everyone speak up. Don't allow any mumbling! Each member of the group must be able to hear what is being said at all times.
2. Indicate to the Guide that he is to repeat whenever the pronunciation is bad and to keep on repeating until he gets a pronunciation that sounds like Korean.
3. Urge everyone to mimic to the limit every sound, every inflection, even the mannerisms of the Guide.
4. Keep the work moving. Don't let it drag at any time. See that everyone is listening, not only to the Guide, but to himself and to the others as they repeat after the Guide.
5. Go through all the work yourself. Repeat with the others and take your turn at the individual repetitions.

1. Useful Words and Phrases

Here is a list of useful words and phrases you will need in Korean.

NOTE: Words enclosed in brackets [ ] are not expressed in the Korean. Words enclosed in parentheses ( ) help to explain the meaning of the Korean but are not necessary in English. Words enclosed in single quotation marks ' ' are literal or word-for-word equivalents.

GREETINGS AND GENERAL PHRASES

ENGLISH EQUIVALENTS	*AIDS TO LISTENING*
Record 1A, beginning.	
peace	*annyøng*
do [you] do	*hasimnikka*
How do you do? *or* How are you?	*annyøng-hasimnikka.*
peacefully	*annyøngi*
did [you] sleep	*jumusøssumnikka*
Good morning!	*annyøngi jumusøssumnikka.*
rice *or* meal	*jinji*
did [you] eat	*japsusøssumnikka*
Good evening! *or* Good morning!	*jinji japsusøssumnikka.*
Kim (a family name)	*kim*
sir *or* Mr. ('teacher')	*sønsäng*
lady *or* Madam	*puin*
young lady *or* Miss	*yang* [1]
How do you do, Mr. Kim?	*kim-sønsäng, annyøng-hasimnikka.*

---

[1] Not used when speaking directly to a young lady.

yes	*ye*
[I'm fine]; how are you?	*ye. annyøng-hasimnikka.*
as for me	*nan*
United States	*mikuk*
person	*salam*
am, is *or* are (something)	*imnita*
I'm an American.	*nan mikuk-salam-imnita.*
words (*or* speech)	*malssʉm*
a little *or* please	*jom*
let [me] inquire	*mulø-popsita*
May I ask you a question?	*malssʉm-jom mulø-popsita.*
hotel	*yøkwan*
restaurant	*ʉmsikjøm*
toilet	*pyønso*
railroad station	*jøngkøjang*
where	*øte*
is *or* are [there] ('exists')	*issʉmnikka*
Where's a hotel? (*or* Where's the hotel?)	*yøkwan øte issʉmnikka.*
here	*yøki*
there	*jøki*
on the left side	*ön-jjoke*
on the right side	*palʉn-jjoke*
[there][1] is *or* are ('exists')	*issʉmnita*

---

[1] Not on record.

It's here.	*yøki issumnita.*
It's on the left.	*ŏn-jjoke issumnita.*

Record 1B, beginning.

(to) straight ahead	*kojjang-aphulo*
to the left side	*ŏn-jjokulo*
to the right side	*palun-jjokulo*
please go	*kasipsiyo*
Go to the left.	*ŏn-jjokulo kasipsiyo.*
Do [you] understand?	*alø-tukkessumnikka?*
Yes, [I] understand.	*ye, alø-tukkessumnita.*
well	*jal*
[I] [1] don't understand	*mot-alø-tukkessumnita*
I don't understand.	*jal mot-ala* [2]*-tukkessumnita.*
that [it] is what [3]	*mwølako*
did [you] say	*kulusøssumnikka*
What did you say? (*or* What was it you said?)	*mwølako kulusøssumnikka.*
slowly	*jhønjhøni*
please do	*hasipsiyo*
Please speak slowly.	*jom jhønjhøni malssum-hasipsiyo.*

---

[1] Not on record.

[2] = *alø.*

[3] Record has 'as what'.

again	*tasi*
one time *or* once	*hanpøn*
Please say it again. *or* Please repeat.	*tasi-hanpøn-jom malssum-hasipsiyo.*
Thank you. ('[I] am thankful.')	*komapsumnita.*
That's all right. *or* Not at all. ('It's one of ten million words.')	*jhønmane-malssum-imnita.*
English language	*yøngø*
Korean language	*josøn-mal*
ability of doing	*haljjul*
do [you] know	*asimnikka*
Can you speak Korean?	*josøn-mal-haljjul asimnikka?*
[I] know	*amnita*
Yes, I can.	*ye. amnita.*
no	*an-iyo*
[I] don't know	*molumnita*
No. I can't.[1]	*an-iyo, molumnita.*
in English	*yøngølo*
in Korean	*josøn-mallo*
do [I] do	*hamnikka*
How do you say it in Korean?	*josøn-mallo mwølako hamnikka.*

---

[1] Record has 'I don't know'.

Record 2A, beginning.

this thing [1]	*ikøsul*
that thing [1]	*kukøsul*
that thing [1] farther away	*jøkøsul*
What do you call this (thing) in Korean?	*ikøsul josøn-mallo mwølako hamnikka.*

After you have gone through these *Useful Words and Phrases* once, read the following:

2. Comment on the Aids to Listening

The *Aids to Listening* which you have been following is not ordinary Korean writing. The Koreans use a system of writing which is so different from ours that no attempt can be made in this book to present it. Learning to read and to write the Korean letters and characters is a task entirely separate from the job of learning to speak the language. The *Aids to Listening* is a special system of writing which will help you to listen to and follow the spoken Korean.

The following marks of punctuation are used to help you pronounce Korean sentences with the right pauses and the proper rise and fall of the voice:

1. Period (.) means that your voice gradually falls towards the end of the sentence.

2. Comma (,) means that your voice rises to a higher pitch and that you pause before going on to the rest of the sentence.

3. Space ( ) means that you pause slightly, but your voice does not rise in pitch before going on to the rest of the sentence.

4. Hyphen (-) connects two or more words pronounced together as if they were a single word.

As you go through the *Basic Sentences* again, observe carefully how sentences consisting of two or more words may be broken up into smaller groups: between these groups there is a definite pause, and the last group is usually pronounced at a faster clip than the preceding ones.

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[1] Record has 'as for this thing, etc.'

Now go through the *Useful Words and Phrases* again with your book open, following the same procedure as before. Repeat each word and phrase, immediately after hearing it, in a loud, clear voice. Let yourself go and say the phrases right out.

Go through the *Useful Words and Phrases* once more with your book open, but this time, take turns letting each member of your group repeat individually until everybody has taken part. Keep on the alert. If the Guide asks you to repeat, do so with enthusiasm and try to mimic him as best you can until he is satisfied with your pronunciation. When you have satisfied him, you can be sure that you are speaking understandable Korean. Continue this individual repetition as long as time permits. If you are using only the phonograph records, your Group Leader will see to it that you repeat and that everyone gets the most out of this individual performance.

3. Check Yourself

Did you go through the *Useful Words and Phrases* at least twice in unison and at least once more individually?

Did you repeat each word and phrase in a loud, clear voice immediately after hearing it?

Did you follow the pronunciation you heard even when it was different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the Korean?

If you have failed at any point to carry out the instructions, go over the *Useful Words and Phrases* once again as soon as you can, being careful to follow every step in the procedure outlined.

SECTION B—USEFUL WORDS AND PHRASES (*Cont.*)

Here are other useful words and phrases which you will want to use immediately if you are in a place where people speak Korean.

In working with this material, follow the same procedure that you used with the *Useful Words and Phrases* in Section A. After you have gone through the list once, repeating in unison, read the *Hints on Pronunciation* which follow. Run through the pronunciation practices. Then go through the list a second and a third time, as in Section A.

1. Useful Words and Phrases (*Cont.*)

Record 2A, after 1st spiral.

Food

ENGLISH EQUIVALENTS	*AIDS TO LISTENING*
what *or* something	*mwøt*
eating	*møkko*
is desirable	*siphumnita*
I'd like something to eat.	*nan mwøt-jom møkko siphumnita.*
what	*mwøsul*
will [you] eat?	*japsusikessumnikka*
What would you like to eat?	*mwøsul japsusikessumnikka.*
rice *or* food in general *or* meal	*pap*
soup	*kuk*
water	*mul*
meat	*koki*
potatoes	*kamja*
vegetables	*jhāso*
tea	*jha*
wine	*sul*
beer	*mākju*
please give	*jusipsiyo*
Please give [me] some water.	*mul-jom jusipsiyo.*

please bring	*katta-jusipsiyo*
Please bring [me] rice.	*pap-jom katta-jusipsiyo.*
one bowl of	*hankulut*
Please bring [me] a bowl of soup.	*kuk-hankulut-jom katta-jusipsiyo.*
and (*or* with)	*hako*
Please bring [me] rice and meat.	*pap-hako koki-jom katta-jusipsiyo.*

Asking for things

is *or* are [there]	*issumnikka*
cigarettes *or* tobacco	*tampä*
matches	*søngnyang*
Do you have any cigarettes? ('Are there cigarettes?')	*tampä issumnikka.*
Yes, we have. ('Yes, there are.')	*ye. issumnita.*
No, we haven't. ('No, there aren't.')	*an-iyo, øpsumnita.*

Record 2B, beginning

isn't [there] *or* aren't [there]	*øpsumnikka*
Don't you have any matches? ('Aren't there matches?')	*søngnyang øpsumnikka?*
No, we haven't. ('Yes, there aren't.')	*ye. øpsumnita.*
Yes, we have. ('No, there are.')	*an-iyo, issumnita.*
Please give me cigarettes and matches.	*tampä-hako søngnyang-jom jusipsiyo.*

this thing	*ikøt* or *ike*
that thing	*kukøt* or *kuke*
that thing [farther away]	*jøkøt* or *jøke*
what is *or* what are	*mwøs-imnikka*
What's this?	*ike mwøs-imnikka.*
That's the restaurant.	*kuke umsikjøm-imnita.*
This is wine.	*ikøt sul-imnita.*
is [it] *or* are [they]	*imnikka*
Is that the railroad station?	*jøke jøngkøjang-imnikka.*
Yes, it is. ('It is so.')	*kuløssumnita.*
No, it isn't. ('It is not.')	*an-imnita.*

Prices

is how much	*ølmamnikka*
How much is that?	*jøkøt ølmamnikka.*
one	*il*
wøn (yen)	*wøn*
It's one *wøn*.	*ilwøn-imnita.*
added[1] all together	*jønpu ta hap-häsø*
How much is it all together?	*jønpu ta hap-häsø ølmamnikka.*

---

[1] Not on record.

two	*i*
three	*sam*
jøn (sen)	*jøn*
It's two *wøn*, three *jøn*.	*iwøn samjøn-imnita.*

Time and Train

now	*jikum*
what time is it	*messimnikka*
What time is it now?	*jikum messimnikka.*
It's one o'clock.	*hansimnita.*
It's two o'clock.	*tusimnita.*
It's three o'clock.	*sesimnita.*

Record 3A, beginning.

train	*kijha*
at what time	*messie*
does [it] leave	*ttønamnikka*
What time does the train leave?	*kijha messie ttønamnikka.*
Phyøngyang (name of a city)	*phyøngyang*
train (*or* any vehicle)	*jha*
What time does the Phyøngyang train leave?	*phyøngyang-jha messie ttønamnikka.*

at two o'clock	*tusie*
at three o'clock	*sesie*
[it] leaves	*llønamnila*
It leaves at two o'clock.	*tusie llønamnila.*
does [it] arrive	*tassumnikka*
When does it arrive?	*messie tassumnikka.*
at six o'clock	*yøsøssie*
[it] arrives	*tassumnila*
It arrives at six o'clock.	*yøsøssie tassumnila*

Saying Good-bye

Good-bye! ('Go peacefully!')	*annyøngi kasipsiyo.* (to the one who goes)
please be *or* stay	*kesipsiyo*
Good-bye! ('Stay peacefully!')	*annyøngi kesipsiyo.* (to the one who stays)

After you have gone through these *Useful Words and Phrases* once, read the following:

2. Hints on Pronunciation

To the Group Leader: The explanations preceding the *Practices* should be read by the group and discussed before the practice is attempted. Go through each practice as many times as may be necessary to give each member of the group reasonable control of the item of pronunciation that is being taught. The *Practices* are in the Guide's Manual and on the phonograph records. Have the group repeat after the Guide, or the phonograph record, first in unison, then individually.

You will find that the practice material is presented in sections on the phonograph record with a narrow space of clear record ("spiral") between each section. This arrangement will make it possible for you to play each section of practice as it is needed.

The *pronunciation* of Korean does not involve any great difficulties. This, of course, does not mean that you can use English sounds in Korean words and expect to be understood. But you will find that many of the sounds are sufficiently similar to your own so that you will have practically no difficulty with them. However, there are a number of Korean sounds that are different from anything in English. For that reason it is necessary for you to listen carefully and try hard to imitate your Guide. If you do this and follow the *Hints on Pronunciation* which will be given to you from time to time, you will be able to pronounce Korean so that you can be readily understood.

Pronunciation Practices

Use the same procedure with the following practices that you did with the *Basic Sentences* from which they were selected. Go through them three times, twice with the book open and once with the book closed. Try to get a clear impression of the sound and try to make your pronunciation as much like that of the Guide or phonograph record as you can.

The following letters represent the *vowel* sounds of Korean. There are nine in all. Some of them are similar to some sounds that we have in English.

PRACTICE 1

Record 3A, after 1st spiral.

LETTER	*STANDS FOR*	*KOREAN EXAMPLES*	
a	a sound about like *a* in *father*	*an-iyo*	'no'
		jha	'tea'
		tampă	'cigarettes'
		pap	'rice' *or* 'food'

PRACTICE 2

Record 3A, after 2nd spiral.

LETTER	STANDS FOR	KOREAN EXAMPLES	
ä	a sound about like *a* in *hat*	*sønsäng*	'sir' *or* 'Mr.'
		tampä	'cigarettes'
		jhäso	'vegetables'
		hap-häsø	'added'

PRACTICE 3

Record 3A, after 3rd spiral.

o	a sound about like *o* in *fort*	**osipsiyo*	'please come'
		jom	'a little'
		hako	'and' *or* 'with'
		pyønso	'toilet'

PRACTICE 4

Record 3A, after 4th spiral.

e	a sound about like *e* in *bet*	*jøke*	'that thing'
		messie	'at what time'
		kesipsiyo	'please be'
		sesi	'three o'clock'

---

*For pronunciation practice only.

PRACTICE 5

Record 3A, after 5th spiral.

LETTER	STANDS FOR	KOREAN EXAMPLES	
u	a sound about like *oo* in *food*	*tusi*	'two o'clock'
		jønpu	'all together'
		mul	'water'
		mikuk	'America'

PRACTICE 6

Record 3A, after 6th spiral.

i	a sound about like *ea* in *treat*	*kijha*	'train'
		ikøt	'this thing'
		hansi	'one o'clock'
		hamnikka	'do [I] do?'

The three remaining vowel sounds are different from anything we have in English. You will get more drill on these in later units:

ø	a sound about like *u* in *cut*	*øte*	'where'
ɯ	Korean *u* with the lips spread	*ɯmsikjøm*	'restaurant'
ö	Korean *e* with the lips rounded	*ön-jjoke*	'on the left'

The following letters represent the *consonant* sounds of Korean and the combinations of them which are different in any way from the corresponding English letters and sounds.

Note that, while the letters *p*, *t*, *j*, *k* are pronounced pretty much as in English at the beginning and end of a word, in the middle of a word, between two vowels or between *w*, *y*, *m*, *n*, *l* and a vowel:

LETTER	STANDS FOR	KOREAN EXAMPLES	
p	a sound something like *b* in *bat*	_hanpøn_	'once'
t	a sound something like *d* in *do*	_imnita_	'is *or* are (something)'
j	a sound something like *j* in *John*	_kamja_	'potatoes'
k	a sound something like *g* in *go*	_yøkwan_	'hotel'

Note also that, while *l* is pronounced somewhat like English *l* at the end of a word or before a consonant (*l* doesn't come at the beginning of a word), between vowels:

l	a sound something like *t* in *party*	_salam_	'person'
		yøngølo	'in English'
		*_pali_	'foot'

Certain groups of letters and the sound combinations they represent, need special attention. Note the following combinations with *h*:

ph	a sound combination something like *ph* in *haphazard*	_siphumnita_	'is desirable'
th	a sound combination something like *th* in *at home*	*_thamnita_	'rides'
jh	a sound combination something like *chh* in *Church-Hill*	_jhønjhøni_	'slowly'
kh	a sound combination something like *ckh* in *packhorse*	*_khumnita_	'is big'

*For pronunciation practice only.

Note the following double letters:

LETTERS	STAND FOR	KOREAN EXAMPLES	
pp	a sound combination something like *pp* in *pepper*	**nappumnita*	'is bad'
tt	a sound combination something like *t* in *stop*	*katta-jusipsiyo*	'please bring'
jj	a sound combination something like *tch* in *pitcher*	*kojjang-aphulo*	'straight ahead'
kk	a sound combination something like *ck* in *packer*	*asimnikka*	'do [you] know?'
ss	a sound combination something like *ss* in *grassy*	*malssum*	'words'

Note that the combinations of consonant sounds represented by groups of letters (double letters or single letters plus *h*) are pronounced the same way in all positions.

3. Check Yourself

Did you go through the *Useful Words and Phrases* at least twice in unison and at least once more individually?

Did you apply what you learned about the vowel and consonant sounds in *Hints on Pronunciation?*

Did you follow the pronunciation you heard even when it was different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the Korean?

If you have failed at any point to carry out the instructions, go over the *Useful Words and Phrases* once again as soon as you can, being careful to follow every step in the procedure outlined.

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*For pronunciation practice only.

SECTION C—REVIEW OF USEFUL WORDS AND PHRASES

If your group has time for outside assignments, sections marked *Individual Study* may be done between meetings of the group. Otherwise use them as independent study during a group meeting.

1. Covering the English (Individual Study)

Go back to the *Useful Words and Phrases* in Sections A and B. Cover up the English. Read the Korean aloud. Keep your voice down if you are working with the rest of the group. Follow the Guide's pronunciation as nearly as you can remember, and test yourself to see if you can recall the meaning of each word and phrase. Check the expressions you are not sure about and after you have gone through the whole list, uncover the English and find their meaning. Repeat this procedure at least three times or until you are satisfied that you know every expression. Then do the following exercise:

2. What Would You Say? (Individual Study)

For each of the following situations, three Korean expressions are given. Read all the expressions aloud and pick out the one you think best fits the situation. For example, you would pick (c) as the right choice for the first situation. After you have made your choice, make sure that you know the meaning of the other expressions offered as possibilities and why they would not fit as well as the one you picked out. At the next meeting of the group, you will compare your choices with those of other members of the group and see how you come out.

1. You approach a stranger on the street to ask him a question:
   a. *annyøng-hasimnikka.*
   b. *annyøngi kasipsiyo.*
   c. *malssum-jom mulø-popsita.*

2. You want to know where there's a restaurant:
    a. *umsikjøm øle issumnikka.*
    b. *yøki umsikjøm issumnikka.*
    c. *ike umsikjøm-imnikka.*
3. If you want him to repeat something, you say:
    a. *jom jhønjhøni malssum-hasipsiyo.*
    b. *tasi-hanpøn-jom malssum-hasipsiyo.*
    c. *mwølako kulusøssumnikka.*
4. If you don't understand, you say:
    a. *jal alø-tukkessumnita.*
    b. *jal mot-alø-tukkessumnita.*
    c. *molumnita.*
5. If you want to say that you're an American, you say:
    a. *nan mikuk-salam-imnita.*
    b. *mikuk-salam yøki issumnikka.*
    c. *ike kuk-imnita.*
6. Pointing to a building, you ask if it's the hotel:
    a. *jøkøt yøkwan-imnikka.*
    b. *jøki yøkwan issumnita.*
    c. *jøkøt yøkwan-imnita.*
7. The person answers that it is:
    a. *kuløssumnita.*
    b. *ye, issumnita.*
    c. *an-imnita.*
8. In a shop, you ask the clerk if he can speak English:
    a. *yøngø-haljjul asimnikka.*
    b. *yøngølo mwølako hamnikka.*
    c. *josøn-mal-haljjul asimnikka.*
9. The clerk says he can't speak English:
    a. *josøn-mal-haljjul molumnita.*
    b. *yøngø-haljjul amnita.*
    c. *yøngø-haljjul molumnita.*
10. You ask for cigarettes:
    a. *tampā issumnikka.*
    b. *tampā issumnita.*
    c. *tampā ølmamnikka.*
11. You ask for some cigarettes and matches:
    a. *tampä-hako søngnyang-jom jusipsiyo.*
    b. *mākju-jom jusipsiyo.*
    c. *tampä-hako søngnyang ølmamnikka.*
12. You point to something and ask what it's called in Korean:
    a. *kukøt yøngølo mwølako hamnikka.*
    b. *jikum mwølako kulusøssumnikka.*
    c. *kukøt josøn-mallo mwølako hamnikka.*
13. At the railroad station, you ask when the train leaves for Phyøngyang:
    a. *phyøngyang-jha messie ttønamnikka.*

b. *phøngyang-jha messie tassumnikka.*
c. *jikum messimnikka.*

14. You're told that it leaves at three o'clock:
a. *jikum sesimnita.*
b. *sesie ttønamnikka.*
c. *sesie ttønamnita.*

15. You ask a porter if there's a toilet:
a. *yøki pyønso issumnikka.*
b. *pyønso øte issumnikka.*
c. *pyønso yøngølo mwølako hamnikka.*

16. He tells you that there is one:
a. *ye, issumnita.*
b. *kojjang-aphulo kasipsiyo.*
c. *an-imnita.*

17. To thank someone, you may say:
a. *komapsumnita.*
b. *jhønmane-molssum-imnita.*
c. *kuløssumnita.*

18. To say 'Good evening!' you may say:
a. *annyøngi jumusøssumnikka.*
b. *jinji japsusøssumnikka.*
c. *jinji japsusikessumnikka.*

19. To say 'Good morning!' you may say:
a. *annyøngi jumusøssumnikka.*
b. *mwøsul japsusikessumnikka.*
c. *alø-tukkessumnikka.*

20. To say 'Good-bye!' to someone you've been visiting, you may say:
a. *annyøngi kasipsiyo.*
b. *annyøngi kesipsiyo.*
c. *annyøng-hasimnikka.*

SECTION D—LISTENING IN

1. What Did You Say?

To the Group Leader: Read the English describing the situations in Section C.2. Skip around the group, calling on different students to speak the Korean which the situation calls for. Encourage students to give the Korean, if they can, without reading it from their books. The Guide will correct any student whose pronunciation or use of words is wrong. If there is no Guide, the other members of the group will be prepared to criticize mistakes. In case of disagreement, you should consult the back of the Guide's Manual.

Following this exercise, ask different members of the group to give the English equivalents of the different Korean expressions listed for each situation. Don't let them give word-for-word translations, but encourage them to give the English expressions which fit the situation.

Go back to the last exercise of the preceding section. The Group Leader will ask different members of the group the Korean to be used in each of the situations given. Other members of the group will criticize the choices made if they do not happen to agree with them. The Group Leader will also ask for the meaning of all of the other expressions. Then go on to the following hearing exercise.

2. Listening In

To the Group Leader: The conversations which appear in this section will be read to the group by the Guide or played on the phonograph records. English equivalents are omitted from the *Listening In* material so that students can get practice in understanding spoken Korean which uses the vocabulary they know. Meaning, therefore, is to be emphasized.

The first time you go through the conversations, have the Guide repeat a conversation, if necessary, to help clear up meaning, before you go on to the next conversation. If you have no Guide, lift the needle of the phonograph at the end of each conversation and let the students discuss the meaning of any sentences that are not understood.

Go through the conversations a second time without stopping. Pay about equal attention to pronunciation and meaning.

Finally assign parts and have the students read the conversations. Give everyone a chance. Suggest that the actors actually take the parts, stand up and move around, sit at a table in the restaurant, stand behind the counter in the store, etc. Keep it moving. Get everyone to speak up! Take a part yourself.

Keep your book closed while the Guide reads the following conversations and repeat after him in unison. If you have no Guide, you should use the phonograph records, repeating the Korean immediately after you hear it. At the end of each conversation take time out to check up on the meaning of what you have heard and said.

Ask someone in the group to give you the English equivalent of any expression you do not understand. If necessary, go back to the *Useful Words and Phrases* to find the meaning. Almost all the words and the expressions you have had in *Useful Words and Phrases* occur in the following conversations.

1. Mr. Adams approaches a stranger:

Record 3A, after 7th spiral.

Adams — *malssum-jom mulø-popsita.*
hängin[1] — *ye.*

Adams — *yøki yøkwan øte issumnikka.*
hängin — *kojjang-aphulo kasipsiyo.*

Record 3B, beginning.

Adams — *jal mot-ala*[2]*-tukkessumnita.*
tasi-hanpøn-jom malssum-hasipsiyo.
hängin — *kojjang-aphulo kasipsiyo. alø-tukkessumnikka.*

Adams — *ye, komapsumnita.*
hängin — *jhønmane-malssum-imnita. annyøngi kasipsiyo.*
Adams — *annyøngi kasipsiyo.*

2. Mr. Adams in a shop.

Record 3B, after 1st spiral.

Adams — *yøngø-haljjul asimnikka.*
jømwøn[3] — *an-iyo, molumnita.*
Adams — *ikøsul josøn-mallo mwølako hamnikka.*
jømwøn — *tampälako hamnita.*[4]
Adams — *søngnyang issumnikka.*
jømwøn — *ye, issumnita.*

Adams — *jøke mwøs-imnikka.*
kuke sul-imnikka?
jømwøn — *an-iyo. kukøt mäkjumnita.*[5]
Adams — *kukøt ølmamnikka.*
jømwøn — *ilwøn-imnita.*

3. Mr. Adams pays:

Record 3B, after 2nd spiral.

jømwøn — *komapsumnita.*
Adams — *yøki umsikjøm øte issumnikka.*

jømwøn — *palun-jjoke issumnita. palun-jjokulo kasipsiyo.*

[1] stranger.
[2] = *alø*.
[3] clerk.
[4] It's called 'tampä'.
[5] That's beer.

Adams — *jom jhønjhøni malssum-hasipsiyo.*
nan mikuk-salam-imnita.
jømwøn — *palun-jjoke issumnita. palun-jjokulo kasipsiyo.*
alø-tukkessumnikka?

Adams — *ye. ala-tukkessumnita. komapsumnita.*
jømwøn — *jhønmane-malssum-imnita. annyøngi kasipsiyo.*

4. Mr. Adams greets Mr. Kim in the street.

Record 3B, after 3rd spiral.

Adams — *kim-sønsäng, annyøng-hasimnikka.*
kim — *ye, annyøng-hasimnikka.*
Adams — *jøke jøngkojang-imnikka.*
kim — *an-imnita. kukøt yøkwan-imnita.*
jøngkøjangun[1] *yøkwan ön-jjoke issumnita.*

Adams — *tasi-hanpøn-jom malssum-hasipsiyo.*
jal mot-ala-tukkessumnita.
kim — *kukøt jøngkøjang an-imnita. kukøt yøkwan imnita.*
jøngkøjangun[1] *yøkwan ön-jjoke issumnita.*

(They're in the railroad station:)

Adams — *kijha messie ttønamnikka.*
kim — *sesie ttønamnita.*
Adams — *phyøngyang-jha messie tassumnikka.*

kim — *tusie tassumnita.*
jikum messimnikka.
Adams — *hansimnita.*

Is there any expression in any of these conversations that you do not understand now? If there is, find the meaning of it or ask other members of your group before you proceed. If no one knows, refer to the *Useful Words and Phrases.*

Go through the conversations once more, this time with books open. Imitate carefully and be sure to keep in mind the English equivalent of everything you are saying in Korean.

Finally go through the conversations again but this time take turns. The Group Leader will assign parts and the exercise is to continue at least until everyone has had a chance to speak one of the parts. Keep this going as long as you have time. When your turn comes, speak clearly and with enthusiasm. Put yourself in the situation and let yourself go. If the Guide asks you to repeat, do so until he is satisfied with your pronunciation.

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[1] As for the railroad station.

SECTION E—REVIEW

1. Covering the Korean (Individual Study)

Go back to the *Useful Words and Phrases* in Sections A and B. Cover up the Korean. Read the English silently and test yourself to see if you can speak the Korean for each word and phrase. Check the expressions you are uncertain about and after you have gone through the whole list, uncover the Korean and review them. Go through the list once more and continue for at least three times or until you can give the Korean readily for all the expressions. To make sure of this pick out expressions at random and see if you can still speak the Korean quickly. Speak the Korean aloud and try to imitate your Guide's pronunciation as well as you can remember it. When you have completed this individual study, the group will then proceed to the following exercise.

2. Vocabulary Check-Up

To the Group Leader: Go to the *Useful Words and Phrases* in Sections A and B. Read to the group the English equivalent of the Korean expressions. Call on different students (not in any fixed order) asking for the correct Korean for the English.

For instance say to A:

"*josøn-mallo* 'Is there a restaurant here?' *mwølako hamnikka*."

The students are to respond with their books closed. The Guide will indicate whenever he hears a Korean expression that is wrong, or, if there is no Guide, the other members of the group will indicate that they do not agree. Immediately ask someone else to give the expression correctly. Any group member who has difficulty in giving the correct Korean should be told to review the *Useful Words and Phrases* thoroughly before the next meeting of the group. Do not spend any time talking about the *why* of Korean; stick to the *how*.

There are two *precautions* which the Group Leader must observe in all exercises of this sort and in the conversation practice throughout the course. Be sure that everyone understands them. They are as follows:

1. Every Korean expression must be given smoothly and completely before the student's performance can be considered satisfactory. If there is an error in the first attempt, ask the student to give the expression over again in complete form. If he fumbles badly, turn to someone else.
2. Everyone must speak loud enough, so that all can hear. Every student should be encouraged to call out "Louder, Please!" if he can't hear. Check on this occasionally by pointing to the student who is listening to someone else's Korean, and ask "What did he say?"

If you do not observe these precautions, much time and effort may be wasted in group meetings.

In order to fix in your mind the expressions you will need in the conversations of the following section, check yourself on your ability to speak the Korean you have learned. By now you should not have to grope for it. The Group Leader will ask you to supply in turn the Korean expressions for the English equivalents which he reads from the *Useful Words and Phrases*. If you have done a thorough job of recalling the Korean when you are looking only at the English equivalents, as suggested in 1, of this section, you will have no difficulty in responding promptly and smoothly when you hear the English. Your Guide will let you know if your Korean expressions are not correct. If you have no Guide, the members of the group should be ready to correct faulty expressions.

SECTION F—CONVERSATION

To the Group Leader: This section represents the real purpose of the entire unit. The course is intended to teach you to speak Korean and to understand it when you hear it spoken. Any members of the group who have special difficulty recalling the Korean words and phrases they need to express a meaning should be told to do more work with the *Useful Words and Phrases*. They need, in particular, more practice in covering the Korean and recalling it when they read the English. Practice in getting the meaning of the *Listening In* records will also help. Arrangements should be made for students to play and listen to the records whenever they can between meetings of the group.

Then turn to the outlined conversations which follow. Assign parts and ask the students to act them out. Vary the situations and suggest to the students that they vary the Korean slightly as they gain confidence in listening and trying to understand the Korean that is being spoken.

In this section you are going to have your first chance to engage in conversation in Korean. This is the most useful part of the entire unit. The Group Leader will assign parts and will ask you to take turns in pairs, carrying on the following conversations. The two persons who are talking together should stand up and act out their parts, speaking as smoothly and naturally as possible. Make it real and get some fun out of it. The Guide will help you if your Korean is wrong or if your pronunciation is bad. The Group Leader will prompt you if you are not sure what comes next in your part.

Throw yourself into these conversations. Do the best you can with pronunciation and with the Korean, but don't worry too much about mistakes. Think more of acting your part and speaking smoothly and as though you mean what you are saying. If there is a Guide, he will help you correct your errors. If you can do this work well, it means that you are actually conversing in Korean, and that is your chief aim in this course.

1. *Finding your way around.*

You approach a stranger and greet him politely. Ask where the hotel is, the restaurant, etc. Point to a building and ask if it is the railroad station, etc. Stranger tells you that it is, or that it isn't. Point to another building and ask what it is. Tell him that you don't understand. Ask him to repeat, to speak slowly, etc. Thank him and say good-bye.

2. *In a restaurant.*

Tell the waiter you'd like something to eat. Give him your order: you want rice and meat; tell him to bring you some wine, beer, or tea. Ask him if he has any vegetables, potatoes, etc. Finally, ask him how much it costs all together, pay, and say good-bye.

3. *In the railroad station.*

Find out what time the Phyøngyang train leaves and when it arrives. Ask the clerk for the time. Ask him if he speaks English, etc. Stop at the newsstand and buy some cigarettes and matches, etc.

FINDER LIST

This is a complete alphabetical list of all the words and expressions used in this unit. It is for reference only, but you should know all of these before going on to the next unit.

al- . . .	know
amnita	[I] know
asimnikka	do [you] know?
alø-tul- . . .	understand
alø-tukkessumnikka.	Do [you] understand?
alø-tukkessumnita	[I] understand
mot-alø-tukkessumnita	[I] don't understand
amnita	see *al- . . .*
an-imnita	see *i- . . .*
an-iyo	see *i- . . .*
annyøng	peace
annyøng-hasimnikka	How do [you] do? *or* How are [you]?
annyøngi	peacefully *or* in peace
annyøngi jumusøssumnikka.	Good morning!
annyøngi kasipsiyo.	Good-bye! (to the one who leaves)
annyøngi kesipsiyo.	Good-bye! (to the one who stays)
asimnikka	see *al- . . .*
ha- . . .	do, make, speak, say
haljjul	ability of doing, making, speaking, saying
josøn-mal haljjul asimnikka.	Do you know how to speak Korean?
hamnikka	do [I] do, make, speak, say?
josøn-mallo mwølako hamnikka.	How do you say it in Korean?
hasimnikka	do [you] do, make, speak, say
annyøng-hasimnikka.	How do [you] do? *or* How are [you]?

hasipsiyo	please do! (make, speak, say!)
malssum-hasipsiyo	please speak!
hako	and *or* with
han- (hana)	one
hankulut	one bowl of *or* a bowl of
hanpøn	one time *or* once
hansi	one o'clock
hansimnita.	It's one o'clock.
hasimnikka	see *ha-* . . .
hasipsiyo	see *ha-* . . .
i	two
iwøn samjøn-imnita.	It's two *wøn* (yen), three *jøn* (sen).
i-	this
ike	this thing
ikøsul	this thing
ikøsul josøn-mallo mwølako hamnikka.	What do [you] call this in Korean?
ikøt	this thing
i- . . .	be (something)
an-imnita.	It's not [so]. *or* No.
an-iyo	it's not [so] *or* no
imnikka	is [it] (something)? *or* are [they] (something)?
imnita	[it] is (something) *or* [they] are (something)
ikøsul	see *i-*, *ikøt*
il	one
ilwøn-imnita.	It's one *wøn* (yen).

iss- . . .	be (someplace), exist
issumnikka	is *or* are [there]?
issumnita	[there] is *or* are
jal	well
jal mot-alø-tukkessumnita.	[I] don't understand.
japsu- . . .	eat
japsusikessumnikka	will [you] eat?
japsusøssumnikka	did [you] eat?
jinji japsusøssumnikka.	Good morning! *or* Good evening!
jha	tea
jha	vehicle *or* train
phyøngyang-jha	train for Phyøngyang
jhäso	vegetables
jhønjhøni	slowly
jom jhønjhøni malssum hasipsiyo.	Please speak [a little] slowly!
jhønmane-malssum-imnita.	That's all right, *or* Not at all.
	('It's ten thousand words!')
jikum	now
jinji	rice *or* meal
jinji japsusøssumnikka.	Good morning! *or* Good evening!
jom	a little *or* please
josøn	Korea
josøn-mal	Korean language
josøn-mallo	in Korean

jø- . . .	that (farther away)
jøke	that thing (farther away)
jøkøsul	that thing (farther away)
jøkøt	that thing (farther away)
jøki	there (that place)
jøn	*jøn* (sen; a coin) (one one-hundredth *wøn*)
samjøn-imnita	it's three *jøn* (sen)
jøngkojang	station, railroad station
jønpu ta hap-häsø	added all together
jønpu ta hap-häsø ølmamnikka?	How much is [it] all together?
ju- . . .	give
jusipsiyo	[please] give!
jumusi- . . .	sleep
jumusøssumnikka	did [you] sleep?
annyøngi jumusøssumnikka.	Good morning!
ka- . . .	go
kasipsiyo	[please] go!
annyøngi kasipsiyo.	Good-bye! (to the one who leaves)
kamja	potatoes
katta-ju- . . .	bring
katta-jusipsiyo	[please] bring!
kesi- . . .	be (someplace), exist
kesipsiyo	[please] be!
annyøngi kesipsiyo.	Good-bye! (to the one who stays)
kijha	train

kim	Kim (a family name)
kim-sønsäng	Mr. Kim
kojjang-aphulo	(to) straight ahead
koki	meat
komap- . . .	be thankful, grateful
komapsumnita.	Thank you.
kuk	soup
ku-	that (closer)
kuke	that thing (closer)
kukøsul	that thing (closer)
kukøt	that thing (closer)
kuløh- . . .	be like that
kuløssumnita.	It is so. *or* Yes, it is.
kulu- . . .	say
kulusøssumnikka	did [you] say?
mwølako kulusøssumnikka?	What was it [you] said? *or* What did [you] say?
malssum	words, speech
malssum-ha- . . .	say, speak
malssum-hasipsiyo	please say, speak!
jom jhønjhøni malssum-hasipsiyo.	Please speak [a little] slowly!
tasi-hanpøn-jom malssum-hasipsiyo.	Please say it again! *or* Please repeat!
malssum-jom mulø-popsita.	May [I] ask [you] a question?
mäkju	beer
mejh- (met)	how many
messie	at what time
messimnikka	what time is it?

mikuk	America
mikuk-salam	American (person)
molu- . . .	not know
molumnita.	[I] don't know.
mot-alø-tukkessumnita	see *alø-tut- . . .*
møk- . . .	eat
møkko	eating
nan mwøt-jom møkko siphumnita.	I'd like something to eat.
mul	water
mulø-po- . . .	ask, inquire
malssum-jom mulø-popsita.	May [I] ask [you] a question?
mwø	what *or* something
mwølako	that [it] is what
mwølako kulusøssumnikka.	What was it [you] said? *or* What did [you] say?
josøn-mallo mwølako hamnikka.	How do [you] say it in Korean?
mwøs- (mwøt)	what *or* something
mwøs-imnikka	what is it?
mwøsul	what *or* something
na	I
nan	as for me
ølma	how much
ølmamnikka	how much is it?
øps- . . .	not be, not exist
øpsumnikka	isn't *or* aren't [there]?
øpsumnita	[there] isn't *or* aren't

øle	where, in what place
øle issumnikka	where is it?
ŏn-jjok	left side
ŏn-jjoke	on the left
ŏn-jjokulo	to the left
palun-jjok	right side
palun-jjoke	on the right
palun-jjokulo	to the right
pap	rice *or* food in general *or* meal
puin	lady *or* madam *or* Mrs.
pyønso	toilet
salam	person
sam	three
samjøn-imnita	it's three *jøn*
se- (*set*)	three
sesi	three o'clock
sesie	at three o'clock
sesimnita.	It's three o'clock.
siph- . . .	be desirable
siphumnita	is desirable
nan mwøt-jom møkko siphumnita.	I'd like something to eat.
søngnyang	matches
sønsäng	teacher *or* sir *or* Mr.
kim-sønsäng	Mr. Kim
sul	liquor *or* wine

tampä	tobacco *or* cigarettes
tasi	again
tah- . . .	arrive
tassumnikka	does it arrive?
tassumnita	it arrives
ttøna- . . .	leave
ttønamnikka	does it leave?
ttønamnita	it leaves
tu- (*tul*)	two
tusi	two o'clock
tusie	at two o'clock
tusimnita.	It's two o'clock.
umsikjøm	restaurant
wøn	*wøn*, (yen; a coin) (one hundred *jøn*)
yang	young lady *or* Miss
ye	yes
yøki	here
yøkwan	hotel
yøngø	English language
yøngølo	in English
yøsøs- (*yøsøt*)	six
yøsøssie	at six o'clock

UNIT 2

INTRODUCING YOURSELF

SECTION A—BASIC SENTENCES

To the Group Leader: Adopt the following steps as standard practice in conducting this course:

1. Before each meeting of the group, be sure to read carefully and get clearly in mind the instructions covering those sections of a unit which you expect to take up in the group meeting.
2. Before each group meeting, see that the Guide is available with his *Guide's Manual* or that phonograph and records are ready.
3. Have the members of the group read together the instructions that precede each piece of work they are to do before they begin it. Let one member of the group read these instructions aloud while the others follow the reading in their books.
4. Take time, following the reading of all instructions, to make sure that everyone understands exactly what he is to do.

In Section A of Unit 2 follow the same procedure as that outlined for *Useful Words and Phrases* of Section A in Unit 1. Go through the *Basic Sentences* once with everyone repeating in unison after the Guide or phonograph record. Then take up the *Hints on Pronunciation* which follow. Come back to the *Basic Sentences* and go through them once more, with repetitions in unison after the Guide. Pay particular attention to those items of pronunciation you have been working on. Finally, go through the *Basic Sentences* a third time with individual repetition. The Guide will call for as many repetitions as may be necessary to get a pronunciation that sounds to him like Korean.

Be sure to keep in mind the meaning of the Korean. As you listen to the Korean, keep your eye on the *Aids to Listening*. This will help you imitate accurately the sounds you are hearing. Repeat each word and phrase loudly and clearly right after you hear it.

The *Basic Sentences* are set up as conversations so that you may hear and speak the Korean as you would hear and speak it if you were talking with Korean people.

Although several characters are introduced in these

Basic Sentences, it is not important for you to try to keep in mind just who they are or their relationship to one another. You are concerned rather with *what* they say and *how* they say it.

1. Basic Sentences

ENGLISH EQUIVALENTS	*AIDS TO LISTENING*
Record 4A, beginning.	*Adams*
How are you?	*annyøng-hasimnikka.*
[you] are? (something)	*isijiyoℓ*
You're Mr. Kim, aren't you?	*kim-sønsäng-isijiyoℓ*
	Kim
my	*je*
name	*ilumi*
Kim Yøngho	*kim-yøngho*
is *or* are (something)	*olssita*
Yes, my name's Kim Yøngho.	*ye. je-ilumi kim-yøngho-olssita.*
quickly	*øsø*
please come in	*tulø-osipsiyo*
Please come right in!	*øsø tulø-osipsiyo.*
	Adams
the first time	*jhøum*
[I] meet [you] ('am seen')	*pöpsumnita*
I'm glad to meet you.	*jhøum-pöpsumnita.*

as for name	*ilumun*
Adams	*ätamssu*
Adams is my name.	*je-ilumun ätamssu-olsita.*[1]
	Kim
please [2] sit down	*anjusipsiyo*
Please sit right down!	*øsø anjusipsiyo.*
one	*hana*
will [you] smoke	*phisikessumnikka*
Will you have a Korean ('here') cigarette?	*yøki-tampä-hana phisikessumnikka.*
	Adams
Yes, thank you.	*ye. komapsumnita.*
	Kim
from America	*mikuksø*
many people	*yøløpuni*
did [they] (*or* [you]) come	*osøssumnikka*
Did many people come [with you] from America? [2]	*mikuksø yøløpuni osøssumnikka?*
	Adams
alone	*honja*
[I] came	*wassumnita*
No, I came alone.	*an-iyo, honja wassumnita.*

[1] = *olssita.*

[2] Not on record.

	Kim
my (*or* we *or* our)	*uli*
younger brother	*tongsängi*
in America	*mikuke*
My younger brother's in America.	*uli-tongsängi mikuke issumnita.*
father, also	*apønimto*
is *or* are (someplace)	*kesimnita*
My father's in America, too.	*uli-apønimto mikuke kesimnita.*

Record 4B, beginning.

from where [1]	*øtesø* [1]
What part of America do you come from?	*mikuk-øtesø osøssumnikka.*
	Adams
from Chicago	*sikhakosø*
I'm from Chicago.	*sikhakosø* [illegible]*ita.*
Korea	[illegible]
friend	*jhinku*
one person	*hansalami*
in Chicago	*sikhakoe*
[I] have a Korean friend in Chicago.	*josøn-salam jhinku-hansalami sikhakoe issumnita.*
	Kim
What's [his] name?	*ilumi mwøs-imnikka.*

---

[1] Not on record.

	Adams
that [he] is Yim Kwangsu and[1] . . .	*im-kwangsulako*
house (or building)	*jip*
in the neighborhood	*kunjhøesø*
[he] lives	*samnita*
It's Yim Kwangsu; he lives near my house.	*im-kwangsulako, uli-jip-kunjhøesø samnita.*
	Kim
as for that person *or* as for him	*ku-salamun*
son's	*atule*
That's my son's friend.	*ku-salamun uli-atule jhinkumnita.*
	Adams
children	*janyøpuni*
are [there] many	*manssumnikka*
Do you have many children?	*janyøpuni manssumnikka?*
	Kim
four	*nesi*
[there] are and . . .	*innunte*
as for one[2]	*hananun*[2]
got married[3]	*kyølon-hässumnita*
Yes, I have four [children], and one is married.	*ye. nesi innunte, hananun kyølon-hässumnita.*

---

[1] Record has "called Yim Kwangsu."

[2] Not on record.

[3] Record has 'to be married'.

	Adams
Is that so?	*kulφssumnikka.*
as for me	*jφn*
daughters	*ttal*
two	*tul*
outside of *or* except for	*pakke*
I only have two daughters.	*jφn ttal-tul-pakke φpsumnita.*
son	*atunim*
What's [your] son doing now?	*jikum atunim mwφt-hamnikka.*
	Kim
(in order) to work	*il-halyφ*
[he] went	*kassumnita*
He's at work now.	*jikum il-halyφ kassumnita.*
Record 5A, beginning.	
oh!	*jφ*
one cup	*hanjan*
[you] have (do)	*hasijiyo?*
Will you have a cup of tea?	*jφ, jha-hanjan hasijiyo?*
	Adams
as for now	*injen*
[I] must go	*kaya-hakessumnita*
No, I must be going now.	*an-iyo, injen kaya-hakessumnita.*

	Kim
why	*wä*
like that	*kulǿkhe*
quickly	*ppalli*
are [you] going [1]	*kasimnikka* [1]
Why are you going so soon?	*wä kulǿkhe ppalli kasimnikka.*
	Adams
again	*tto*
[I] will come	*okessumnita*
I'll come again.	*tto okessumnita.*
	Kim
then *or* in that case	*kulǿm*
often	*jajo*
please come	*osipsiyo*
Then please come often.	*kulǿm, jajo osipsiyo.*
[I] will meet [you] ('will be seen')	*pöpkessumnita*
I'll be seeing you. Goodbye!	*tto pöpkessumnita. annyǿngi kasipsiyo.*
	Adams
Goodbye!	*annyǿngi kesipsiyo.*

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

To the Group Leader: Follow the same procedure as for the *Hints on Pronunciation* of Unit 1. Have the group read and discuss the explanations, and then go through the *practices* with the Guide or phonograph record.

---

[1] Not on record.

The Korean *vowel* sound written *ø* is not quite like any English vowel sound. It is between English *o* as in *for* and *u* as in *cut*. Try making this English *o*. You will find that your lips are rounded. Spread your lips that is, draw back the corners of the mouth a little, and let the tongue drop toward *u* as in *cut*. The sound you get will be pretty close to Korean *ø*. Listen to the following examples and imitate them closely:

PRACTICE 1

Record 5A, after 1st spira

øsø	'quickly'
**ølmana*	'how much'
**køjø*	'just, about'

The Korean *vowel* sound written *ʉ* is something like English *u* in *put*. Try making this English *u*. You will find that your lips are rounded a little. Now draw the corners of the mouth back a little, and push the tongue forward slightly in the direction of Korean *i*. The sound you get will be pretty close to Korean *ʉ*. Listen to the following examples and imitate them carefully:

PRACTICE 2

Record 5A, after 2nd spiral.

issʉmnita	'there is *or* are'
ʉmsikjøm	'restaurant'
kʉlʉsøssʉmnikka	'did [you] say . . .?'

(*Note:* the sounds of *ø* and *ʉ* are represented by the letters *o* and *u* with bars through them. These bars will help you to remember to keep the corners of your mouth pulled back when you say *ø* and *ʉ*, but rounded when you say *o* and *u*.)

The Korean *vowel* sound written *ö* is like Korean *e*, pronounced with rounded lips. Try saying *e*, and then practice alternately rounding and spreading the lips: *e ö e ö e ö*. Listen carefully to the following examples and imitate them:

PRACTICE 3

Record 5A, after 3rd spiral.

ön-jjoke	'on the left'
pöpkessumnita	'[I] will be seen'
**jhö*	'(a family name)'

In English certain vowel sounds are represented by *groups of letters*, rather than by single letters, such as *au* in *auto*, *ou* in *through*, and so on. In our simplified Korean writing, however, every vowel sound is represented by one and only one letter, and every letter is pronounced separately and distinctly, even though it should come next to another vowel letter:

PRACTICE 4

Record 5A, after 4th spiral.

sikhakoe	'in Chicago'
jhøum	'the first time'
puin	'lady or Madam'
kunjhøesø	'in the neighbor hood'

Of the twelve consonants in Korean, the following letters represent those that are just about like sounds in English:

LETTER	STANDS FOR	EXAMPLES	
m	a sound like *m* in *man*	*mikuk*	'America'
n	a sound like *n* in *no*	*an-iyo*	'no'
h	a sound like *h* in *hot*	*hamnita*	'does'
y	a sound like *y* in *yes*	*ye*	'yes'
w	a sound like *w* in *walk*	*jømwøn*	'clerk'

The Korean *consonant* sound written *ng* is like English *ng* in *sing*, at the end of a word or before another consonant, but between vowels Korean *ng* is considerably weaker than English *ng* in *singer*. Note the difference between *ng* in *annyøng* and *ng* in *annyøngi* in the following practice and imitate it carefully:

PRACTICE 5

Record 5A, after 5th spiral.

annyøng	'peace'
annyøngi	'peacefully'

The remaining consonants are all more or less different from anything in English. The Korean consonant sounds represented by the single letters *p*, *t*, *j*, and *k*, at the beginning of a word, sound pretty much like the corresponding English *p*, *t*, *ch*, and *k* (not, however, like these English sounds preceded by *s*). There is a difference, however. If you take a piece of paper and hold it close to your lips when pronouncing English *pick*, *tick*, *chick*, *kick* you will find that the paper is blown out by a strong puff of breath which follows right after the *p*-, *t*-, *ch*-, *k*- in these English words. Korean *p*, *t*, *j*, and *k*, in this position, have less of a puff of breath after them. Practice these Korean sounds, with the paper held close to the lips, and try to make the paper move less than it does for the corresponding English sounds. Go through the following practices, being careful not to make the Korean *p*, *t*, *j* and *k* too "breathy."

PRACTICE 6

Record 5A, after 6th spiral.

puin	'lady *or* Madam'
pyønso	'toilet'
palun-jjoke	'on the right side'
**pal*	'leg'

PRACTICE 7

Record 5A, after 7th spiral.

tongsängi	'younger brother *or* sister'
tassumnita	'arrives'
tasi	'again'
tusi	'two o'clock'

PRACTICE 8

Record 5A, after 8th spiral.

jøke	'that thing'
josøn	'Korea'
jom	'a little' *or* 'please'
jusipsiyo	'please give!'

PRACTICE 9

Record 5B, beginning.

kesipsiyo	'please be *or* stay!'
ku-salamun	'as for him'
kijha	'train'
køt	'thing'

Listen again to *Practice* 9, and pay special attention to the sound of *k* before *e* in *kesipsiyo*, and before *i* in *kijha*. Note that before these two vowels, the *k* sounds very much like English *c* in *cute*, which sounds as though it might be spelled *kyoot*. In making this *k* before *i* or *e*, your tongue should touch the roof of your mouth well forward. In making *k* before any of the other vowels, your tongue will touch the roof of your mouth in the middle, or even farther back.

Remember that the sounds represented by the single letters *p*, *t*, *j*, *k* plus *h* are pronounced *with very strong breath* following them.

Remember that the sounds represented by the double letters *pp*, *tt*, *jj*, *kk* are pronounced *without ANY breath* following them at all.

If you are uncertain about any of the points of pronunciation which have been discussed, ask your Guide to repeat the words and phrases with which you are having trouble, and try to improve your pronunciation. Remember that these notes are only approximate and are at best an imperfect description of the sounds.

When you are satisfied that you can pronounce *fairly* well all of the sounds, go through the *Basic Sentences* once more in unison and with your book open. As you repeat after your Guide, keep your eye on the *Aids to Listening*, and note in particular the examples of the sounds discussed. Do not hesitate to ask your Guide to repeat if you are uncertain about any sound.

Finally, go through the *Basic Sentences* again, this time taking turns. Keep your book closed, listen carefully to your Guide, and make sure that your pronunciation satisfies him.

3. Check Yourself

Did you go through the *Basic Sentences* at least twice with your book open and then at least once with your book closed?

Did you repeat each word and phrase immediately after hearing it in a loud, clear voice?

Did you follow the pronunciation you heard even if it seemed different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the Korean?

If your Guide asked you to repeat, did you do so with enthusiasm and as many times as necessary until he was satisfied with what you were saying?

SECTION B—WORD STUDY

1. Word Study (Individual Study)

If your group has time for outside assignments, do the *Word Study* between meetings of the group. Otherwise make it independent study in the group meeting.

In this section we take up some of the words and expressions you have just learned and examine them to see how the language is built. First read the words and expressions in each list and make sure that you understand the meaning of the Korean. Then read the comment which follows each list. This should make clear to you just how the words function and how they are put together. If there are any points that are not clear to you, make note of them and ask other members of the group about them. Follow the same procedure with each list and each comment.

1. *Korean statements and questions*

We have seen sentences like the following:

a. *tusie* ***ttønamnita.*** 'It leaves at two o'clock.'
*jhøʉm-***pöpsʉmnita.** 'I'm glad to meet you.'
b. *jikʉm atʉnim mwøt-****hamnikka.*** 'What's your son doing now?'
janyøpuni ***manssʉmnikka.*** 'Do you have many children?

You will observe that these sentences end in forms like *ttønamnita*, *manssumnikka*, and so on. Setting these forms up with other similar forms, we have:

Column I			*Column II*	
		Group I		
ttøna- . . .	'leave'		*ttønamnita*	'[it] leaves'
sal- . . .	'live'		*samnita*	'[he] lives'
		Group II		
ha- . . .	'do'		*hamnikka*	'does [he] do?'
		Group III		
pöp- . . .	'meet'		*pöpsumnita*	'[I] meet [you]'
anj- . . .	'sit'		*anssumnita*	'[he] sits'
møk- . . .	'eat'		*møksumnita*	'[he] eats'
kuløh- . . .	'be like that'		*kuløssumnita*	'[it]'s so'
		Group IV		
iss- . . .	'exist'		*issumnikka*	'is [there]?'
øps- . . .	'not exist'		*øpsumnikka*	'isn't [there]?'
manh- . . .	'be many'		*manssumnikka*	'are [there] many?'
alø-tut- . . .	'understand'		*alø-tussumnikka*	'does [he] understand?'

If you compare Column I and Column II, you will see that the longer forms in Column II end in certain ways:

1. After *vowels* (*a*, etc.) and *l* in Groups I and II, we see that the endings are *-mnita* and *-mnikka*.

2. After *consonants* (*p*, *s*, *h*, etc.) in Groups III and IV, the endings are *-sumnita* and *-sumnikka*.

The parts of the forms in Column II, which precede these *endings*, and which we see listed in Column I, we shall call *stems*. These particular stems, which we enter in *Finder Lists* and vocabularies with - . . ., as we have in Column I, are *verb stems*. Verb *stems* are never used alone, but always have some kind of ending. The endings listed above are added only to verb stems and we shall call them *verb endings*.

When comparing Column I and Column II, you will have noticed that the stem forms in Column II were not exactly the same in every case as those listed:

1. In Groups I and II, stems ending in *l*, lose the *l*, before the endings *-mnita* and *-mnikka*.
2. In Groups III and IV, stems ending in *p*, *k*, do not change when the endings beginning in *-s-* (*-sumnita* and *-sumnikka*) are added.
3. Stems ending in a consonant plus *s* (*ss*, *ps*, etc.) lose the *s* before the *s* initial in the endings (*-sumnita* and *-sumnikka*).
4. Stems ending in *t*, *j*, *h*, change it to *s* before the *s* initial in the endings (*-sumnita* and *-sumnikka*).

If you look at the sentences listed above, you will see that the forms ending in *-mnita*, etc., come at the *end* of the sentences.

Verbs with endings like these come only at the end of the sentence. We shall call verb endings of this type *sentence-final endings*. Verb forms with sentence-final endings may be used alone, that is, they may themselves be complete sentences. You will already have seen that the verb forms in *-mnikka*/*-sumnikka* (Groups II and IV) make *questions*.

The other verb forms in *-mnita*/*-sumnita* make *statements*.

You will note that none of these forms indicate person ("I", "you", "he", etc.) or number ("they" as opposed to "he"). Korean verbs, in general, are impersonal.

Korean verb forms with the *-mnita*, etc., endings added directly to the stems, correspond in general to English forms such as "do, does, is doing." But these endings alone do not indicate the time of an action.

2. *Korean equivalents of English "is, are"*

Observe the following sentences which we have seen in Units 1 and 2:

Column I	*Column II*
a. *jhønmane-malssum-***imnita.** 'That's all right.' ('It is one of 10,000,000 words.')	a. *yøki* **issumnita.** 'It's here.'

b. *nan mikuk-salam-***imnita.** 'I'm an American (person)'.

c. *kuke umsikjøm-***imnita.** 'That's the restaurant.'

d. *jøke jøngkøjang-***imnikka?** 'Is that (thing) the station?'

e. *ikøt sul-***imnikka?** 'Is this (thing) wine?'

b. *yøkwan ön-jjoke* **issumnita.** 'The hotel is on the left.'

c. *uli-tongsängi mikuke* **issumnita.** 'My younger brother is in America.'

d. *yøkwan øte* **issumnikka?** 'Where is the hotel?'

e. *tampä* **issumnikka?** 'Do you have any cigarettes?' ('Are there any cigarettes?')

If you compare the words in heavy type in Column I with those in Column II, you will see that:

1. the words in Column I (*-imnita*, *-imnikka*) are always connected to the preceding word with a hyphen (-); as you remember, such groups of words are pronounced as one word;

2. the words in Column II (*issumnita*, *issumnikka*) are often ***not*** connected to the preceding word.

If you compare the English equivalents of the words in Column I with those in Column II, you will see that:

1. the sentences in Column I tell *what* something is;

2. those in Column II tell *where* something is or whether something *exists*;

3. the verb *-imnita* (*-i-* . . .) indicates that what comes immediately before, *is* or *equals* something else, which may or may not be mentioned specifically elsewhere in the sentence; since *-imnita* is used in this way to connect two things, we shall call it the *copula*. Forms which can come just before the copula are names or *noun* words.

Note: We have also seen this sentence: *je-ilumi kim-yøngho-olssita.* 'My name is Kim Yøngho.'

Here *olssita* appears to connect two parts of a sentence just as *-imnita* does. Like *imnita*, it may not be used as a sentence by itself. You may substitute *-imnita* in this sentence with little change in meaning, but *olssita* is not ordinarily used in all of the sentences where *-imnita* occurs. Use *olssita* only here, and in similar sentences, which you may hear.

3. *"Do you have . . ?" and "We have . . ."*

We have seen the following:

A

1. *tampä issumnikka.*	('Cigarettes are there?')	'Do [you] have any cigarettes?'
2. *tampä issumnita.*	('Cigarettes there are.')	'[We] have cigarettes.'

B

1. *søngnyang øpsumnikka.*	('Matches aren't there?')	'Don't [you] have any matches?'
2. *søngnyang øpsumnita.*	('Matches there aren't.')	'[We] don't have any matches.'

C

1. *jøn ttal-tul-pakke øpsumnita.*	('As for me, aside from two daughters there aren't.')	'[I] have only two daughters.'
2. *josøn-salam jhinku-hansalami sikhakoe issumnita.*	('Korean friend one person in Chicago there is.')	'[I] have a Korean friend in Chicago.'

Observe the word-for-word equivalents of the Korean sentences and compare them with the Korean. You will notice that all the Korean sentences contain forms based on the stems *iss-* . . . 'exist' or *øps-* . . . 'not exist'. Each of these forms follows a noun. This combination of noun plus *iss-* . . . or *øps-* . . . (*tampä issumnikka* 'Cigarettes are there?') is equivalent to English expressions with 'have' ('Do you have any cigarettes?').

4. *Answers to "Do you have . . .?" and "Don't you have . . .?"*

Observe the following short conversations:

a. *tampä issumnikka?*	('Are there cigarettes?')	'Do [you] have any cigarettes?'
ye, issumnita.	('Yes, there are.')	'Yes, [we] do.'
an-iyo, øpsumnita.	('No, there aren't.')	'No, [we] don't.'

b. *søngnyang øpsumnikka?*	('Aren't there any matches?')	'Don't [you] have any matches?'
an-iyo, issumnita.	('No, there are.')	'Yes, [we] do.'
ye, øpsumnita.	('Yes, there aren't.')	'No, [we] don't.'

If you compare conversation a. above with b., you will see that in a., in answer to the Korean question containing *issumnikka* 'are there?', the Korean answers **ye,** *issumnita* 'yes, there are' or **an-iyo,** *øpsumnita* 'no, there aren't' which corresponds to the English practice.

But in b., in answer to a Korean question containing the *negative verb øpsumnikka* 'aren't there', the Korean answers **ye,** *øpsumnita*, '**yes,** there are**n't**' or **an-iyo,** *issumnita* '**no,** there are', which is contrary to English practice.

Note: Some Koreans, however, use *ye*, and *an-iyo* just as English use *yes* and *no*, even after *øpsumnikka*.

5. *Formal and informal words*

We have seen the following sentences:

Column I	*Column II*
a. ***jinji*** *japsusøssumnikka?* 'Good evening!' ('Have [you] eaten rice?')	a. ***pap****-jom katta-jusipsiyo.* 'Please give [me] some rice.'
b. ***jøn*** *ttal-tul-pakke øpsumnita.* 'I have only two daughters.'	b. ***nan*** *mikuk-salam-imnita.* 'I'm an Americ[illegible].'
c. *uli-apønimto mikuke* ***kesimnita.*** 'My father is in America, too.'	c. *uli-tongsăngi mikuke* ***issumnita.*** 'My younger brother is in America.'

If you compare the English equivalents in Column I with those in Column II you will see that words in heavy type in the Korean in Column I have the same meaning as those in Column II:

a.	*jinji*	'rice *or* food *or* meal'	*pap*
b.	*jøn*	'as for me'	*nan*
c.	*kesimnita*	'there is' *or* 'there are'	*issumnita*

In English we have pairs of words, meaning the same thing, one of which is used in certain social situations, and the other in other situations. For example: *house* (ordinary); *residence* (special); *feed* (animals): *food* (human beings) and so on. The use of special words is only a conventional, linguistic way of acknowledging the social situation you happen to be in at the moment. The social situation — that is, the degree of reserve or *formality* which you observe — is determined by the relationship (1) between you and the persons to whom you are speaking or (2) about whom you are speaking. With older persons, strangers, officials, and so on you are in a *formal* situation. With younger people, close friends, or children, you are in an *informal* situation. In most cases, a situation that would be considered formal in the United States or among Westerners will also be so considered in Korea or among Koreans. There will be some other things about Korean society and culture which you will have to learn, however.

2. The words in Column I above, are used in *formal* social situations, while those in Column II are used in *informal* social situations.

3. The use of formal and informal *words* is governed by the formality or informality of the relationship between the speaker and the person spoken *about* (2 above).

4. Observe that not only are there formal and informal nouns in Korean, but also formal and informal verbs: *kesimnita* : *issumnita* ('exists'). Korean words used only in formal situations will be marked (f.) in *Finder Lists* and vocabularies; those used in informal situations will not be specially marked.

2. Covering English and Korean of Word Study (Individual Study)

Read aloud several times the examples given you in the *Word Study*. Then cover the English and see if you know the meaning of every item. Repeat the operation until you are sure that you know every expression.

As a final test, cover the Korean and see if you can speak out the Korean expressions by simply looking at the English. Skip about and test yourself thoroughly.

3. Review of Basic Sentences

Review the first half of the *Basic Sentences* with your Guide or phonograph record. Go through them as many times as you can, taking turns repeating the Korean individually. Try it with books closed and see how you get along without the help of the *Aids to Listening*. Always keep in mind the meaning of the Korean you are hearing and speaking. As you go through the *Basic Sentences* be on the lookout for examples of the points in *Word Study* you have just covered.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences* with your Guide or the phonograph record. For the detailed procedure to be followed read again the instructions for the review of the first half of the *Basic Sentences.*

2. Covering the English of Basic Sentences

Here is your chance to find out just how well you have learned the meaning of the Korean expressions you have had up to this point. Go back to the *Basic Sentences* in Section A and cover the English. Read the Korean aloud and see whether you can supply the English equivalents of the words and phrases. Mark those you are not sure about and after reading the list through, uncover the English and look up their meaning. Cover the English again and repeat the procedure until you can go through the entire list giving all the meanings without difficulty.

3. What Would You Say? (Individual Study)

For each of the following situations two or more Korean expressions are given. Read all the expressions aloud and check the one you think best fits each situation. Be sure you know why the other choices are not suitable. At the next meeting of the group you will be asked to say what you have chosen and you will have a chance to test your answers. Do not write anything down.

A. 1. If you want to say that you're pleased to meet someone, you say:
a. *tto pöpkessumnita.*
b. *jhøum osøssumnikka.*
c. *jhøum-pöpsumnita.*
2. If you want to say that your name is ———, you say:
a. *je-ilumun ——— olssita.*
b. *ike je-ilumi olssita.*
c. *im-kwangsulako, uli-atule jhinkumnita.*
3. If your host asked you to sit down, he would say:
a. *øsø tulø-osipsiyo.*
b. *øsø anjusipsiyo.*
c. *tampä phisikessumnikka.*
4. When you're offered a cigarette, you say:
a. *komapsumnita.*
b. *kaya-hakessumnita.*
c. *jhønmane-malssum-imnita.*
5. If you're thirsty, you say:
a. *sul issumnikka.*
b. *mul-jom jusipsiyo.*
c. *nan mwøt-jom møkko siphumnita.*
6. If your host asks you if you're from America, he'd say:
a. *mikuksø osøssumnikka.*
b. *mikuksø yøløpuni osøssumnikka.*
c. *ku-salamun mikuksø osøssumnikka.*
7. If you want to say that you're from America, you say:
a. *jikum mikuke issumnikka.*
b. *mikuksø wassumnita.*
c. *mikuk-øtesø osøssumnikka.*
8. If your host wants to say that he has a friend in Chicago, he says:
a. *jhinku-hansalami sikhakoe issumnita.*

b. *sikhako uli-jip kunjhøesø samnita.*
c. *jhinku-hansalami sikhako kassumnita.*

9. You want to ask your host about his children; you say:
   a. *janyøpuni manssumnita.*
   b. *janyøpuni manssumnikka.*
   c. *jhinku manssumnikka.*
10. If your host has four children, he'd say:
   a. *nesi issumnita.*
   b. *ttal-tul-pakke øpsumnita.*
   c. *atul hana issumnita.*
11. He adds that one son is married:
   a. *hananun kyølon-hässumnita.*
   b. *atunim jikum il-halyø kassumnita.*
   c. *tongsängi kyølon-hässumnita.*
12. If you want to know what his son is doing now, you ask:
   a. *jikum atunim mwøt-hamnikka.*
   b. *jikum atunim øte kasimnikka.*
   c. *jikum atunim honja issumnikka.*
13. You see that it's getting late, so you ask what the time is:
   a. *jikum messimnikka.*
   b. *jikum sesimnikka.*
   c. *hansimnita.*
14. Your host wants to know why you're leaving so soon:
   a. *øte kasimnikka.*
   b. *yøki anjusipsiyo.*
   c. *wä kuløkhe ppalli kasimnikka.*
15. You say that you'll come again:
   a. *tto okessumnita.*
   b. *tto kakessumnita.*
   c. *ppalli osipsiyo.*
16. You say goodbye to your host:
   a. *annyøngi kesipsiyo.*
   b. *annyøngi kasipsiyo.*
   c. *jajo osipsiyo.*

B. 1. Change the following *statements* to *questions:*
   a. *ikøt ilwøn-imnita.*
   b. *tampä issumnita.*
   c. *ku-salamun jusøn-salam-imnita.*
   d. *jikum hansimnita.*
   e. *kusalamun kassumnita.*

2. Fill in the blanks with the proper *verb forms* based on the verb stems in parentheses:
   a. *janyøpuni (manh- . . .) ?*
   b. *janyøpuni (øps- . . .).*
   c. *jikum ku-salamun mwøt (ha- . . .) ?*

d. *kijha tusie* (*ttøna-* . . .)?
e. *kijha sesie* (*ttøna-* . . .)
f. *yøkwan øte* (*iss-* . . .)?
g. *ön-jjoke* (*iss-* . . .).
h. *kʉ-salamʉn mikuk-øtesø* (*sal-* . . .)?

3. Supply the proper word for "*is* or *are*" in the following sentences:
a. *ike ʉmsikjøm* ———?
b. *kʉ-salamʉn je-jhinku* ———.
c. *sikhako mikuke* ———.
d. *yøkwan øte* ———?
e. *ön-jjoke* ———.

SECTION D—LISTENING IN

1. What Did You Say?

To the Group Leader: Read the English describing the situations in *What Would You Say?* of Section C, and call on different students, not in any fixed order, to speak the Korean which the situation calls for. Encourage the students to give the Korean, if they can, without reading it from the *Aids to Listening* in their books. Then ask different members of the group to give the meaning in English of the different Korean expressions listed for each situation.

Go back to the last exercise in the preceding section. The Group Leader will ask different members of the group to speak the Korean to be used in each of the situations given. Other members of the group will criticize the choices made if they do not agree with them. The Group Leader will also ask for the English equivalents of all the other expressions offered as choices, taking turns around the group.

2. Word Study Check-Up

To the Group Leader: As a check on the students' understanding of the *Word Study*, read the English equivalent of the Korean expressions given before each comment. Call on different students, not in any fixed order, to give the correct Korean for the English. For instance, say to A:

"*josøn-mallo* 'my son's friend' *mwølako hamnikka*."

and so on. The Guide will indicate whenever he hears a Korean expression that is wrong. If there is no Guide, the other members of the group will signal that they do not agree. Immediately ask someone else to give the right answer. Any member of the group who has difficulty in giving the correct Korean should be told to review the *Word Study* thoroughly before the next meeting of the group. Do not take time in this exercise to talk about the *why*. Stick to the *how*.

The Group Leader will ask different members of the group to give the correct Korean for the English equivalents of the expressions you studied in the *Word Study.* If you give the wrong answer, the Guide will let you know; or, if there is no Guide, the other members of the group will indicate that they think your answer is wrong. The Group Leader will then immediately call on someone else for the right answer. If you have difficulty in giving the correct Korean, review the *Word Study* thoroughly.

3. Listening In

To the Group Leader: Re-read the note *To the Group Leader* in Section D.2 of Unit 1. Follow the same procedure as outlined there. The first time you go through the conversations, check up on the meaning at the end of each conversation. Then go through all of them a second time without stopping. Finally assign parts and have the students read the conversations. Get them to do a little acting if you can. Encourage them to speak loudly and clearly and to get into the spirit of the situation.

Keep your book closed while the Guide reads the following conversation and repeat after him in unison. If you have no Guide, you should use the phonograph records, repeating the Korean immediately after you hear it. At the end of each conversation take time out to check up on the meaning of any word or phrase about which you are in doubt. Ask some other member of the group to give you the English equivalent or in case no one knows, go back to the *Basic Sentences* of this unit and make sure that you understand everything before you proceed any further. Go through the conversations a second time, with books open, repeating after the Guide individually. Then take parts in the conversations. This exercise contains almost all the new words you have learned in this unit.

1. Adams calls on Kim in *Søul* for the first time.

Record 5B, after 1st spiral.

Adams — *jhøum-pöpsumnita. kim-sønsäng-isijiyo?*
kim — *ye. je-ilumi kim-yøngho-olssita.*
Adams — *ätamssu-olssita.*
kim — *annyøng-hasimnikka.*
øsø tulø-osipsiyo.
Adams — *ye. komapsumnita.*
kim — *øsø yøki anjusipsiyo.*

2. They make remarks about America and exchange cigarettes.

Record 5B, after 2nd spiral.

Adams — *nan mikuk-salam-imnita.*
kim — *kuløm, mikuksø osøssumnikka.*
Adams — *ye.*
kim — *yøløpuni osøssumnikka.*
Adams — *an-iyo, honja wassumnita.*
kim — *jø, yøki-tampä-hana phisikessumnikka.*
Adams — *ye. tampä yøki issumnita.*
jø, mikuk-tampä-hana phisikessumnikka.
kim — *ye. kimapsumnita.*

3. They talk about who they know in America.

Record 5B, after 3rd spiral.

kim — *uli-tongsängi mikuke issumnita.*
uli-apønimto mikuke kesimnita.
Adams — *mikuk-øte kesimnikka.*
kim — *sikhakoe issumnita.*
jø, mikuk-øtesø osøssumnikka.
Adams — *sikhakosø wassumnita.*
josøn-salamjhinku-hansalami sikhakoe issumnita.
kim — *kuløssumnikka. ilumi mwøs-imnikka.*
Adams — *im-kwangsulako, uli-jip-kunjhøesø samnita.*
kim — *ku-salamun uli-atule jhinkumnita.*
(they talk about Kim's family)
Adams — *janyøpuni manssumnikka.*
kim — *ye. nesi innunte, hananun kyølon-hässumnita.*
Adams — *jøn ttal-tul-pakke øpsumnita.*
atunim jikum mwøt-hasimnikka.
kim — *jikum il-halyø kassumnita.*

4. Kim offers Adams tea, but Adams has to go. They say goodbye.

Record 5B, after 4th spiral.

kim — *jø, ätamssu-sønsäng, jha-hanjan hasijiyo?*
Adams — *an-iyo. injen kaya-hakessumnita.*
jikum messimnikka.
kim — *sesimnita. jha-hanjan hasijiyo?*

Adams — *an-imnita.*
jø, mulun[1] *hanjan jusipsiyo.*
kim — *yøki issumnita.*
wä kuløkhe ppalli kasimnikka.
Adams — *tto okessumnita.*
kim — *kuløm, jajo osipsiyo. annyøngi kasipsiyo.*
Adams — *annyøngi kesipsiyo. tto pöpkessumnita.*

SECTION E—CONVERSATION

1. Covering the Korean of Basic Sentences (Individual Study)

Go back to the *Basic Sentences* of this unit. Cover up the Korean. Read the English silently and test yourself to see how many words and phrases you can say in Korean. Check the words you are uncertain about and after you have gone through the whole list, uncover the Korean and review them. Go through the list once more and continue for at least three times or until you can give the Korean readily for all the expressions.

2. Vocabulary Check-Up

To the Group Leader: Go to the *Basic Sentences.* Read to the group the English equivalents of Korean expressions. Call on different students, not in any fixed order, asking for the correct Korean for the English. This check-up is to be conducted in the same way as the *Vocabulary Check-Up* of Section E.2 of Unit 1. If you have any question about the proper procedure, review the note to *To the Group Leader* in that section. Remember not to spend any time talking about the *why* of the Korean; stick to the *how.*

Before you begin the conversation, check yourself on your ability to speak the Korean you have learned up to this point. As in the *Vocabulary Check-Up* of Unit 1, the Group Leader will ask you to supply in turn the Korean expressions for the English equivalents which he reads from the *Basic Sentences.* Figure out how to say the Korean for each English phrase or sentence whether it is your turn to speak or not. Only in this way can you get the most value out of the *Check- Up.* If there is much of the Korean which you don't know, review the *Basic Sentences* at the first opportunity outside of the group meeting.

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[1] As for water.

3. Conversation

To the Group Leader: Follow the same procedure as for Section F of Unit 1. After going through the outlined conversations, encourage the students to strike out for themselves. Spend all the time you can on free conversation practice in an effort to get to the point where students can speak easily and smoothly with a minimum of *ums* and *ers*.

The Group Leader will assign parts and will ask you to reproduce the conversational situations which follow. Act your part. Don't be afraid to vary the conversation if you are sure of your Korean and use the Korean you have learned in Unit 1 as well as that of Unit 2. Continue this practice until everyone can speak any part of the conversations even though slight changes in the situations are introduced.

1. *Asking directions.*

In a city in Korea for the first time, you approach a stranger and ask him where there's a hotel. He tells you to go straight ahead, to the left, to the right, etc. He says it's on the left, on the right, etc.

2. *Calling on a new friend.*

You come to a house and ask if the person there is Kim Yøngho. You introduce yourself. Your host asks you to come in, to have a seat, to have a cigarette, a drink, etc. You thank him.

3. *Talking about America.*

You talk about where you come from in America, about a friend that you have, etc. Kim says that he has a friend in America, too, etc. You talk about Kim's family, how many children he has, what they are doing, etc.

4. *Leave taking.*

You are invited to have a cup of tea, but you want to leave. You ask the time and make your excuses. You say that you have to go. Kim invites you to come often, and you say that you will. You say goodbye.

When you can do these conversations rapidly and without hesitation, strike out for yourself and initiate a conversation. Try to use as many as possible of the phrases you have learned in this unit. But do not waste time attempting to say things not found in this unit. Your possibilities are limited here, but as you go on through this manual, they will become ever larger and you soon will be able to talk at length about many different things.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E. If necessary to make the conversations smoother and more successful, review Section E.1 and 2.

FINDER LIST

This is a complete alphabetical list of all the words and expressions used in this unit which are in any way new or unusual. From now on we shall not repeat words which have been drilled sufficiently in previous units. This list is for reference only, but you should know all these before going on to the next unit.

anj- . . .	sit
anjusipsiyo (f.)	please sit down!
apønim (f.)	father
apønimto	father, also
atul	son
atule	son's
atunim (f.)	son
ätamssu	Adams
ha- . . .	do, make, speak, say
hasijiyo (f.)	[you] have (do)?
jha-hanjan hasijiyo?	Will you have a cup of tea?
han- (hana)	one
hananun	as for one
hanjan	one cup of
jha-hanjan	a cup of tea
hansalam	one person
jhinku-hansalami	a friend

honja	alone
il-ha- . . .	work
il-halyø	in order to work
il-halyø kassumnita	[he] went to work
ilum	name
ilumi	name
ilumun	as for name
im-kwangsu	Yim Kwangsu
im-kwangsulako	that [he] is Yim Kwangsu and . . .
inje	now
injen	as for now
i- . . .	be (something)
isijiyo? (f.)	[you] are?
iss- . . .	be (someplace), exist
innunte	there is *or* are and . . .
jajo	often
janyøpun (f.)	children
janyøpuni	children
je (f.)	my
jhinku	friend
jhinku-hansalami	a friend
jhinkumnita	[he]'s a friend
jhøum	the first time
jhøum-pöpsumnita.	I'm glad to meet you.
jip	house, household, building

josøn	Korea
jø	oh!
jø (f.)	I
jøn	as for me
ka- . . .	go
kassumnita	[he] went
kaya-hakessumnita	[I] must go
kesi- . . . (f.)	be (someplace), exist
kesimnita	[he] is *or* [they] are
kim-yøngho	Kim Yøngho
kuløh- . . .	be like that
kuløkhe	like that
kuløm	if it's like that *or* in that case *or* then
kuløssumnikka	is it like that? *or* is that so?
kunjhø	neighborhood, vicinity
kunjhøesø	in the neighborhood
ku-salam	that person *or* he *or* she
ku-salamun	as for him
kyølon-ha- . . .	get married
kyølon-hässumnita	[he] got married
manh- . . .	be many
manssumnikka	are there many?
mikuk	America
mikuke	in America
mikuksø	from America

ne(s)- (net)	four
nesi	four
nesi	four o'clock
o- . . .	come
okessumnita	[I] will come
osipsiyo (f.)	please come!
osøssumnikka (f.)	did they, he *or* you come?
wassumnita	[I] came
olh- . . . (f.)	be (something); be right
olssita	is *or* are (something)
øsø	quickly
øsø anjusipsiyo.	Please sit down!
øsø tulø-osipsiyo.	Please come in!
øte	where, what place
øtesø	from where
mikuk-øtesø	from what part of America
pakke	outside of *or* except for
jøn ttal-tul-pakke øpsumnita.	I only have two daughters.
phi- . . .	smoke
phisikessumnikka (f.)	will [you] smoke?
pöp- . . . (f.)	be seen, meet
pöpkessumnita	[I] will meet [you]
tto pöpkessumnita.	I'll be seeing you.
pöpsumnita	[I] meet [you]
jhøum-pöpsumnita.	I'm glad to meet you.

ppalli	quickly
sal- . . .	live, reside
samnita	[he] lives
sikhako	Chicago
sikhakoe	in Chicago
sikhakosø	from Chicago
tongsäng	younger brother(s) *or* sister(s)
tongsängi	younger brother(s) *or* sister(s)
ttal	daughter(s)
tto	again
tul	two
tulø-o- . . .	enter, come in
tulø-osipsiyo (f.)	please come in!
uli	we, our; my (f.)
wä	why
yøløpun (f.)	many people
yøløpuni	many people
wassumnita	see *o- . . .*

UNIT 3

THE FAMILY

SECTION A—BASIC SENTENCES

To the Group Leader: Read carefully the note *To the Group Leader* preceding Section A of Unit 2. Then go through the *Basic Sentences* once, and take up the *Hints on Pronunciation.* Go through the *Basic Sentences* at least twice more individually, paying especial attention to pronunciation.

Go through the *Basic Sentences*, in unison, in the same way you did for Section A of the preceding unit. Be sure to put plenty of life into your repetition of the sentences. After you have gone through the *Basic Sentences* once in unison and have done the *Hints on Pronunciation*, come back to the *Basic Sentences.* Pay particular attention to the points of pronunciation you have just been working on and go through the sentences at least twice more individually.

1. Basic Sentences

Adams is visiting at Kim's house.

—ENGLISH EQUIVALENTS—	—AIDS TO LISTENING—
	Kim
Record 6A, beginning.	
raincoat	*pi-ot*
as for hat [1]	*mojanʉn* [1]
into the closet	*kolpangeta*
(suppose) [I] hang up	*køljiyo*
I'll hang your raincoat and hat up in the closet.	*jeka pi-ot-hako mojanʉn kolpangeta køljiyo.*

---

[1] Record has 'hat' *moja.*

	Adams
Yes, [please].	*ye.*
	Kim
fruit	*silkwa*
how about eating	*japsulkkayo?*
Will you have some fruit?	*jø, silkwa-jom japsulkkayo?*
	Adams
apple[s]	*sakwalul*
[I] will eat	*møkkessumnita*
I'll have an apple.	*sakwalul-hana møkkessumnita.*
by the way	*kulønte*
[your] house[hold]'s	*täke*
picture	*sajin*
By the way, is that a picture of your family?	*kulønte, jøke täke-sajin-imnikka?*
	Kim
Yes, it is (so).	*ye. kuløssumnita.*
	Adams
family members	*sikku ka* [1]
as for in [your] household [2]	*täken* [2]
how many people	*meppun*
How many are there in your family?	*täken sikkuka meppun-isijiyo?*

---

[1] Record has *sikku*.
[2] Not on record.

	Kim
wife	*anä*
the eldest son's [1]	*khun-atule* [1]
three	*set*
younger ('below that')	*kualälo*
child	*aika*
are three [2]	*sesimnita*
There's [my] father, [my] wife, three in [my] eldest son's family,	*apønim-hako, je-anä-hako, khun-atule-sikku set-hako,*
and [my] three younger children.	*kualälo aika sesimnita.*
	Adams
as for mother [3]	*ømønimun*
isn't *or* aren't [there]? [4]	*an-kesimnikka*
Isn't [your] mother living?	*ømønimun an-kesimnikka?*
	Kim
No, mother isn't living.	*ye. ømønimun an-kesimnita.*
	Adams
as for brother[s] and sister[s] [5]	*hyøngjepunun* [5]
Don't you have any brothers?	*hyøngjepunun an-kesimnikka?*
	Kim
Record 6B, beginning.	
oh, yes ('why is it?')	*wäyoʔ*

---

[1] Record has 'the eldest son' ***khun-atul.***
[2] Record has 'three are'.
[3] Record has 'mother' ***ømønim.***
[4] Record has 'is [she] not?'
[5] Record has 'brother[s] and sister[s]' ***hyøngjepun.***

elder brother[s]	*hyøngnimi*[1]
two persons	*tupun*
[there] is *or* are and . . .[2]	*kesiko*
Oh, yes. I have two older brothers and one younger brother.	*wäyoℓ hyøngnimi tupun kesiko, tongsängi hana issumnita.*

Adams

as for [your] older brothers	*hyøngnimtulun*
Where are your older brothers?	*hyøngnimtulun øte kesimnikka.*

Kim

in Wønsan	*wønsane*
in China	*jungkuksø*
business (trading)	*jangsa*
One's in Wønsan and the other's in business in China now.[2]	*hanpunun wønsane kesiko, hanpunun jikum jungkuksø jangsa-hamnita.*

Adams

elder sister[s]	*nunim*
Don't you have any sisters?	*nunim an-kesimnikka?*

Kim

but	*man*
younger sister[s]	*nui-tongsäng*[1]
I haven't any older sisters, but I have one younger sister.	*nunimun an-kesimnita-man, nui-tongsängi hana issumnita.*

[1] Record has *hyøngnim* and *nui-tongsäng*.

[2] Record has 'are and . . .'.

	Adams
Søul[1] (name of a city)	*søul*[1]
is *or* are [there][2] (exist)(s)	*kesinkayo?*
[She]'s [in] Søul now, isn't she?	*jikum søul-kesinkayo?*
	Kim
in (*or* at) school	*hakkyosø*
[she] teaches	*kalukhimnita*
Yes, she teaches school now.[3]	*ye. jikum hakkyosø kalukhimnita.*
	Adams
Is that so?	*ye?*
of course	*mullon*
as for young children	*ølin-ätulun*
all	*ta*
to school	*hakkyoe*
go regularly	*tanikejjiyoℓ*
Of course, your young children go to school.	*mullon, ølin-ätulun ta hakkyoe tanikejjiyoℓ*
	Kim
Yes.	*ye.*
	Adams (pointing to another picture)
who	*nuku*
is *or* are (something)	*ijiyo?*
By the way, who's this child?	*kulønte, i-ølin-änun nukujiyo?*

---

[1] Not on record.

[2] Record has 'is'.

[3] Record has 'She teaches school in Søul.'

	Kim
Record 7A, beginning.	
grandchild	*sonju-ai*
That's my grandson.	*kuke uli-sonju-ai-imnita.*
	Adams
this year	*kumnyøne*
how many years (of age)	*messal*
How old is he?	*kumnyøne messal-ijiyo?*
	Kim
nine years (of age)	*ahopsal*
He's nine years old.	*ahopsal-imnita.*
as for [your] daughters	*ttanimtulun*
How old are your daughters?	*täke-ttanimtulun kumnyøne messal-ijiyo?*
	Adams
big	*khun*
small	*jøkun*
ten years (of age)	*yølssal*
is *or* are (something) and [1] . . .	*iko* [1]
eight years (of age)	*yøtølssal*
The older child's ten, and the younger one's eight years old.	*khun-ainun yølssal-iko, jøkun-ainun yøtølssal-imnita.*

---

[1] Not on record.

Adams

tonight	*onulppame*
guests	*sonnim*
By the way, how many guests are coming tonight?	*jø, kulønte, onulppame sonnim-meppun osimnikka.*

Kim

about	*han*
five persons	*tasøtpun*
There'll be about five.	*han tasøtpun osimnita.*

Adams

seven o'clock	*ilkopsi*
since [it] is (something)	*ini*
now[1]	*inje*[1]
all of them	*tatul*
soon *or* right away	*kot*
will (probably) come	*osikejjiyo*
It's seven o'clock, so they'll probably come soon.	*ilkopsi-ini, inje tatul kot osikejjiyo.*

Before you go through the *Basic Sentences* a second time study the following:

2. Hints on Pronunciation

To the Group Leader: Follow the same procedure as for the *Hints on Pronunciation* of Unit 1. Have the group read and discuss the explanations, and then go through the *Practices* with the Guide or phonograph record.

You remember that when you pronounce the consonants *p*, *t*, *j*, *k* at the beginning or end of a word, or in the middle of a word next to another consonant (of this group or *s*) you cannot feel any vibration in your throat. Place a finger on your Adam's apple and experiment. You will find that there is no vibration because the vocal cords are not moved when you make these sounds. These consonants are *voiceless*.

---

[1] Not on record.

However, when you make the sounds represented by *p*, *t*, *j*, *k* when they come (1) in the middle of a word between two vowels, or (2) between *m*, *n*, *ng*, *l*, and a vowel or (3) between *w*, or *y* and a vowel, you will feel a vibration of the vocal cords when you place a finger on your Adam's apple. These sounds are *voiced*.

Remember: only the single consonants *p*, *t*, *j*, *k* are voiced in the above mentioned positions. These consonants, when followed by *h* or *s* or another of their group, or when doubled, are *never* voiced. Listen to the following practices and be sure to *voice* the sounds represented by letters in heavy type:

PRACTICE 1

Record 7B, beginning.

yøløpuni	'many people'
apønimto	'father, also'
tampä	'cigarettes'

PRACTICE 2

Record 7B, after 1st spiral.

ite	'where'
ïtamssu	'Adams'
innunte	'there are and . . .'

PRACTICE 3

Record 7B, after 2nd spiral.

* *køjø*	'just, about'
kamja	'potatoes'
mul-jom	'a little water'

PRACTICE 4

Record 7B, after 3rd spiral.

kukøt	'that thing'
im-kwangsu	'Yim Kwangsu'
jøngkøjang	'station'

It is very probable that your Guide, in pronouncing words for you to mimic, will often pronounce them one way when he says them very slowly, and a little differently when he says them quite fast. Don't be disturbed, for that is quite natural. Try to imitate him when he speaks rather fast, rather than when he is "on his good behaviour", because the faster way is the way people usually talk.

Now go through the *Basic Sentences* once more individually and with your book open. As you repeat after your Guide, keep your eyes on the *Aids to Listening* and note in particular the examples of the sounds discussed. Again do not hesitate to ask your Guide to repeat if you are uncertain about any sound.

Finally, go through the *Basic Sentences* at least once again individually. Keep your book closed, listen carefully to your Guide and make sure that your pronunciation satisfies him.

SECTION B—WORD STUDY

1. Word Study (Individual Study)

As in Section B.1 of Unit 2, read the words and expressions in each list and make sure that you understand the meaning of the Korean. Then read the comments which follow each list. When you have finished the *Word Study* ask other members of the group about points which are not clear to you.

1. *Ways of addressing people*

a. Observe the following sentences:

(a) ***kim-sønsäng, annyøng-hasimnikka.***	'How do you do, Mr. Kim?'
(b) ***kim-puin, annyøng-hasimnikka.***	'How do you do, Mrs. Kim?'

Note that when you address people, you put the title *after* the family name, and pronounce the two together as one word. This is different from English, where we put the titles like "Mr." and "Mrs." *before* the family name.

Now observe the following:

(c) ***je-ilumi kim-yøngho-olssita.***	'My name is Kim Yøngho.'
(d) ***kim-yøngho-sønsäng annyøng-hasimnikka.***	'How do you do, Mr. Kim Yøngho?'

Note that the given name comes *after* the family name, and is followed, in turn, by the title. This is different from English practice, too, where we put the given name, as well as the title, *before* the family name.

b. The following sentences will show you how to talk *about* people:

(a) ***puin annyøng-hasimnikka.***	'How's Mrs. . . .?' (speaking to the husband)
(b) ***puin-kesimnikka.***	'Is Mrs. . . . home?' (speaking to the husband)
(c) ***kim-puin-kesimnikka.***	'Is Mrs. Kim home?' (speaking to a servant)

When speaking to the husband, you usually do not use the family name in referring to his wife, but simply say ***puin***. But when speaking to a servant, such as a maid, about the wife, you use the full family name plus ***puin***.

Note: We have learned two ways of addressing people: ***sønsäng*** 'teacher', ***puin*** 'lady'. *yang* 'young lady', however, is not ordinarily used for English "Miss" in speaking *to* someone. It is used only rarely, and then only when talking *about* a third person. There is no exact Korean equivalent for English "Miss". DO NOT use *yang* when speaking directly to a young lady. If you have to use some title, you may use ***sønsäng***.

2. *Names for members of the family*

Here is a table listing the words used when talking *to* or *about* the members of your immediate family:

Group I

	ENGLISH	KOREAN	USED BY	ABOUT	TO
1.	'father'	*apønim*	anybody	one's own or superior's	anybody
2.	'mother'	*ømønim*	anybody	one's own or superior's	anybody
3.	'brothers and sisters'	*hyøngjepun*	anybody	all of superior's	anybody†
4.	'older sister' 'older brother'	*hyøngnim*	women boys and men	one's own or superior's	anybody
5.	'older sister'	*nunim*	boys and men	one's own or superior's	anybody
6.	'son'	*atunim*	anybody	superior's	anybody†
7.	'daughter'	*ttanim*	anybody	superior's	anybody†
8.	'child(ren)'	*janyø(pun)*	anybody	superior's	anybody†
9.	'grandchild(ren)'	*sonju*	anybody	one's own or superior's	anybody†
10.	'wife'	*puin*	anybody	superior's	anyone except one's own wife
11.	'husband'	*pakka-nyangpan**	anybody	one's own or superior's	anybody†

Group II

	ENGLISH	KOREAN	USED BY	ABOUT	TO
1.	'older sister' 'older brother'	*ønni**	girls and women boys	anybody's older sister anybody's older brother	anybody
2.	'older brother'	*øppa**	girls and women	anybody's	anybody

3.	'younger sister' 'younger brother'	*tongsäng*	girls and women boys and men	anybody's younger sister anybody's younger brother	anybody†
4.	'younger brother'	*nam-tonsäng**	girls and women	anybody's	anybody†
5.	'younger sister'	*nui-tongsäng*	boys and men	anybody's	anybody†

Group III

1.	'father'	*apøji**	anybody	one's own or inferior's	anybody
2.	'mother'	*ømøni**	anybody	one's own or inferior's	anybody
3.	'brothers and sisters'	*hyøngje*	anybody	one's own or inferior's	anybody†
4.	'older sister' 'older brother'	*hyøng*	women boys and men	one's own or inferior's	anybody
5.	'older sister'	*nuna** *nui*	boys boys and men	one's own or inferior's	anybody anybody†
6.	'son'	*atul*	anybody	one's own or inferior's	anybody†
7.	'daughter'	*ttal*	anybody	one's own or inferior's	anybody†
8.	'child(ren)'	*ai* or *ä*	anybody	one's own or inferior's	anybody†
9.	'grandchild(ren)'	*sonju-ai*	anybody	one's own or inferior's	anyone except grandchild(ren)
10.	'wife'	*anä*	anybody	one's own or inferior's	anybody†
11.	'husband'	*nam-phyøn**	anybody	one's own or inferior's	anybody†

*New words. †Not used when speaking directly to the member of the family.

The words in Group I are *formal*. The words in Group II are *neutral*. The words in Group III are *informal*.

3. *Future verb endings*

You have had sentences like the following:

A

(a) *alø-tukkessumnikka.*	'Do [you] understand?'
(b) *tampä phisikessumnikka.*	'Will [you] have (smoke) a cigarette?'

B

(a) *ye. alø-tukkessumnita.*	'Yes, [I] understand.'
(b) *tto pöpkessumnita.*	'[I]'ll be seeing you.'

You will readily see that these sentences end in words that have similar endings. Setting up these words and others like them, we have:

Column I		*Column II*	
		Group I	
ha- . . .	'do'	*hakessumnita*	'[I] will do'
i- . . .	'be'	*ikessumnita*	'[it] will be'
o- . . .	'come'	*okessumnita*	'[I] will come'
molu- . . .	'not know'	*molukessumnita*	'[I] won't know'
phi(*si*)- . . .	'smoke'	*phisikessumnikka*	'will [you] smoke?'
japsusi- . . . (f.)	'eat'	*japsusikessumnikka*	'will [you] eat?'
		Group II	
al- . . .	'know'	*alkessumnita*	'[he] will know'
køl- . . .	'hang up'	*kølkessumnita*	'[I] will hang up'

		Group III	
pöp- . . .	'be seen	*pöpkessumnita*	'[I] will be seen'
møk- . .	'eat'	*møkkessumnita*	'[I] will eat'
		Group IV	
siph- . . .	'be desirable'	*sipkessumnikka*	'will [it] be desirable?'
		Group V	
kuløh- . . .	'be like that'	*kuløkhessumnikka*	'will [it] be like that?'
olh- . . .	'be right'	*olkhessumnita*	'[it] will be right'
manh- . . .	'be many'	*mankhessumnita*	'[there] will be many'
		Group VI	
alø-tut- . .	'understand'	*alø-tukkessumnita*	'[I] will understand'
anj- . . .	'sit'	*ankkessumnita*	'[I] will sit'
		Group VII	
iss- . . .	'exist'	*ikkessumnita*	'[there] will be'
øps- . . .	'not exist'	*øpkessumnita*	'[there] won't be'

Comparing Column I with Column II, you see that:

1. in Groups I, II, and III, stems ending in a vowel, *l*, or *p* or *k* do not change before endings beginning with *-k-* (*-kessumnita*, *-kessumnikka*);

Note: You will remember that stems ending in *-l-* lose the *l* before the statement (*-mnita*) and question (*-mnikka*) endings. Here they keep the *l*.

2. in Group IV, stems ending in *h* preceded by one of the consonants *p*, *t*, *j*, or *k*, lose the *h* before the *-k-* of these endings (so that *-phk-* becomes *-pk-*, etc.);

3. in Group V, stems ending in *h* preceded by vowel or *l* or *n*, shift the *h* to the other side of the *-k-* (so that *-nhk-* becomes *-nkh-*, etc.) of these endings;

4. in Group VI, stems ending in *t*, *j* or *s*, change the *t*, *j* or *s* to ***k*** before the -***k***- of these endings (so that -*tk*- etc. become -***kk***-)
5. in Group VII, stems ending in a consonant plus *s* (*ss*, p*s*, etc.) lose the *s* before the -***k***- of these endings.

Note: Where the first consonant is *s*, this *s* changes to ***k***, as does a single final *s* in Group VI.

Now observe the following:

Column I	
pöpsumnita	'[I] am seen'
møksumnikka	'does [he] eat?'

Column II	
pöpkessumnita	'[I]'ll be seen'
møkkessumnikka	'will [he] eat?'

If you compare Column I with Column II, you will see that the statement and question endings (-***sumnita*** and -***sumnikka***) are the same in both columns (the form after consonant) and that the forms in Column II differ from those in Column I only in having the ending -***kes***- between the stem and the statement and question ending. The ending -*kes*- never comes at the end of a word, but is always followed by some other ending.

The forms with the ending -*kes*- are usually equivalent to English expressions with "will" ("'ll"). They most often indicate some kind of *intention*. Since the forms with this ending generally refer to action in the future, we refer to the *future* ending.

4. *Another sentence-final ending*

You have learned sentences like the following:

jeka pi-ot-hako mojanun kolpangeta **køljiyo.**
'(Suppose) [I] hang your raincoat and hat up in the closet.'
ilkopsi-ini, inje tatul kot **osikejjiyo.**
'It's seven o'clock, so [they]'ll probably come soon.'
*kim-sønsäng-***isijiyo¿**
'[You]'re Mr. Kim, aren't you?'
jø, jha-hanjan **hasijiyo¿**
'Will [you] have a cup of tea?'

mullon, ølin-ătulun ta hakkyoe tanikejjiyo¿
'Of course, your younger children go to school?'
kumnyøne messal-ijiyo?
'How old is [he]?'

Note that these sentences end in forms like ***køljiyo***, ***osikejjiyo***, ***hasijiyo***, etc. Tabulating these forms and others like them, we have:

Column I		*Column II*
		Group I
ha(si)- . . .	'do'	*hasijiyo*
i(si)- . . .	'be'	*isijiyo*
		Group II
køl- . . .	'hang up'	*køljiyo*
al- . . .	'know'	*aljiyo*
		Group III
pöp- . . .	'be seen'	*pöpjiyo*
anj- . . .	'sit'	*anjjiyo*
møk- . . .	'eat'	*møkjiyo*
		Group IV
siph- . . .	'be desirable'	*sipjiyo*
		Group V
manh- . . .	'be many'	*manjhiyo*
		Group VI
alø-tut- . . .	'understand'	*alø-tujjiyo*
o(si)-kes-. . .	'come (fut.)'	*osikejjiyo*
tani-kes- . . .	'go regularly (fut.)'	*tanikejjiyo*

		Group VII
iss- . . .	'exist'	*ijjiyo*
øps- . . .	'not exist'	*øpjiyo*

When you compare Column I with Column II, you see that:

1. in Groups I, II, and III, stems ending in vowel, *l* or *p*, *j*, or *k* do not change before endings beginning with *-j-* (*-jiyo*);
2. in Group IV, stems ending in *h* preceded by *p*, *t*, *j* or *k*, lose the *h* before the initial *-j-* of an ending (so that *-phj-* becomes *-pj-*, etc.);
3. in Group V, stems ending in *h* preceded by vowel or *l* or *n*, shift the *h* to the other side of the *-j-* (so that *-nhj-* becomes *-njh-*, etc.);
4. in Group VI, stems ending in *t* or *s*, change the *t* or *s* to *j* before the *j* of an ending (so that *-tj-* becomes *-jj-*, etc.);

   Note: The ending *-jiyo-* is added not only to *simple* verb stems (*ha-* . . ., *møk-* . . ., *iss-* . . .), but also to *future* verb stems (*o(si)-kes-* . . ., *kasi-kes-* . . ., etc.).
5. in Group VII, stems ending in a consonant plus *s* (*ss*, *ps*, etc.) lose the *s* before the *j* of an ending;

   Note: Where the first consonant is *s*, this *s* changes to *j*, as did a single final *s* in Group VI.

If you look again at the sentences above, you will see that verb forms with the ending *-jiyo* come at the *end* of the sentence. You will remember that the question and statement verb forms with the endings *-mnita*, *-mnikka*, etc., also came at the end of the sentence. The ending *-jiyo*, then, like *-mnita*, etc. is also a *sentence-final* ending. Furthermore, it may be used in place of either the statement (*-mnita*/*-sumnita*) or the question (*-mnikka*/*-sumnikka*) endings. Its meaning, however, is somewhat different.

In Unit 2 we talked about formal and informal words. Not only is there a system of formal and informal words, used to show the relationship between the speaker and the person spoken *about*, but there is also a distinction between the formal and informal status of the whole *sentence*. This distinction is used to show the relationship between the speaker and the person spoken *to*. The relative status is indicated by the sentence-final ending. The *-mnita* and *-mnikka* endings indicate the highest level of formality. *-jiyo* is *less formal* and is used to acquaintances who are not yet intimate friends. *-jiyo* is also permissible in a formal situation, however. There it makes a statement or question less outspoken and blunt, and is considered fairly polite. That is why Mr. Adams asks: ***kim-yøngho-isijiyo¿*** instead of ***kim-yøngho-isimnikka?*** *isijiyo*, in this case, means just about what the English means. ('[It]'s Kim Yøngho, *isn't it?*') Note that *-jiyo* is used also in making a polite request: ***jø, jha-hanjan hasijiyo?*** 'Will you have a cup of tea?'

If you will look once more at the sentences above, you will see that some are followed by (.), others by (?), and others by (¿). The (¿) represents a pattern of rise and fall of the voice which is often heard with verbs with this ending.

5. *Loss of the copula stem -i- . . .*

Column I	*Column II*
a. ***kumnyøne messal-ijiyo?*** 'How old is he?'	a. ***i-ølin-ānun nukujiyo?*** 'Who's this child?'
b. ***akopsal-imnita.*** 'He's nine years old.'	b. ***ku-salamun uli-atule jhinkumnita.*** 'That's my son's friend.'
c. ***nan mikuk-salam-imnita.*** 'I'm an American.'	c. ***jikum messimnikka.*** 'What time is it now?'
d. ***ike muøs-imnikka.*** 'What's this?'	d. ***hansimnita.*** 'It's one o'clock.'

These sentences are all copula sentences. If you compare those in Column I with those in Column II, you see that:

1. the sentences in Column I end in the copula. These forms come after nouns that end in a *consonant* (*-l-*, *-m-*, etc.);

2. the sentences in Column II also end in the copula, but have only the endings *-mnita* or *-jiyo*, that is, the *-i-* is missing. Note that these forms of the copula come after nouns that end in a *vowel* (*-u-*, *-i-*, etc.).

6. *Making non-formal verb stems formal*

You have seen the following sentences:

A	B
annyøng-hasimnikka. 'How do [**you**] do?'	*josøn-mallo mwøllako hamnikka.* 'How do [I] say it in Korean?'
josøn-mal-haljjul asimnikka. 'Do [**you**] know how to speak Korean?'	*ye, amnita.* 'Yes, [I] know.'
tăken sikkuka meppun isijiyo? 'How many are [**they**] in your family?'	*kumnyøne messal-ijiyo?* 'How old is [he]?'

You will note that the verb forms in A. above are longer than those in B. They all have *-si-* before the sentence-final endings. Tabulating these forms with *-si-* and other such forms, we have:

Column I		*Column II*	
		Group I	
ha- . . .	'do'	*hasimnikka*	'do [you] do?'
i- . . .	'be'	*isijiyo?*	'is [he]?'
		Group II	
al- . . .	'know'	*asimnikka*	'do [you] know?'
køl- . . .	'hang up'	*køsimnita*	'[he] hangs up'
		Group III	
anj- . . .	'sit'	*anjusimnikka*	'does [he] sit?'
siph- . . .	'is desirable'	*siphusimnikka*	'is [it] desirable [for you]?'

If you compare the stems in Column I with those in Column II, you will see that:

1. in Group I, stems ending in a vowel make no [illegible]nge before the ending *-si-*;

2. in Group II, stems ending in *l* drop the *l* before the ending *-si-*;

3. in Group III, stems ending in consonants make no change, *but* are followed by the longer form of the ending *-usi-*.

If you compare the English equivalents with the Korean sentences above, you will see that the Korean sentences do not contain words for "I", "you", "he", and "they". As we have already noted, Korean verbs are *impersonal*.

If you compare the English equivalents in A. with those in B., you will see that the forms with *-si-* (in heavy type) in A. have English equivalents with "you" (or "they"). Those in B., without *-si-*, have English equivalents "I" (or "he", referring to a child).

Adding the ending *-si-/-usi-* to a verb stem makes it *formal*.

You will remember that we have already talked about *two* kinds of formality relationships:

1. that which exists between the speaker and the person spoken *to*; this relationship is indicated by the sentence-final ending (*-mnita/-sumnita*, *-mnikka/-sumnikka*, formal, *-jiyo*, less formal);

2. that which exists between the speaker and the person or thing spoken *about*; this relationship is indicated by the choice of formal or informal words, as we have already seen (*jinji* (f.): *pap*) (*kesimnita* (f.): *issumnita*). Here we have seen that *any* verb which does not have a corresponding formal verb, may be made formal by adding *-si-*.

Note: The stem itself of certain formal verbs contains *-si-/-usi-* (*kesi-* . . . 'exist', *jumusi-* . . . 'sleep'). In others, however, the stem alone is formal (*japsu-* . . . 'eat' in contrast to *møk-* . . .).

When a *formal* verb stem is used, the person spoken *about* may be "you", "he", or "they", but may *not* be "I".

When an *informal* verb stem is used, the person spoken *about* may likewise be "you", "he", or "they", and may *also* be "I".

Note 1: "I" is expressed *only* by an *informal* verb stem.

Note 2: "We" is expressed by a *formal* verb stem only if the person spoken to is included and is in a formal relationship to the speaker. Otherwise, as with "I", "we" is expressed by an *informal* verb stem.

7. *Noun ending: "performer"*

You have seen the following sentences:

A

*je-ilum**i** kim-yøngho-olssita.*	'My name is Kim Yøngho.'
*uli-tongsäng**i** mikuke issumnita.*	'My younger brother is in America.'
*yøløpun**i** osøssumnikka.*	'Did many people come (with you)?'
*nes**i** innunte . . .*	'There are four and . . .

B

jeka *pi-ot-hako mojanun kolpangeta køljiyo.*	'I'll hang your rain-coat and hat up in the closet.'
*täken sikku**ka** meppun-isijiyo?*	'How many are there in your family?'
*pi**ka** mani omnita.*	'It's raining a lot.'

If we take out the forms above with endings in heavy type and tabulate them, we have:

Column I		*Column II*	
		Group I	
ilum-	'name'	*ilumi*	'name'
tongsäng-	'younger brother *or* sister'	*tongsängi*	'younger brother *or* sister'
yøløpun-	'many people'	*yøløpuni*	'many people'
nes-	'four'	*nesi*	'four'
		Group II	
je-	'my'	*jeka*	'I'
sikku-	'family members'	*sikkuka*	'family members'
pi-	'rain'	*pika*	'rain'

Comparing the forms in Column I with those in Column II, you see that:

1. the longer forms in Column II, Group I, end in *-i*; this *-i* comes after ***noun stems*** ending in consonant;
2. the longer forms in Column II, Group II, end in *-ka*; this *-ka* comes after ***noun stems*** ending in a vowel.

Now look again at the example sentences. If you will compare the Korean with the English equivalents, you will see that:

1. the ***noun*** with the ending *-i/-ka* comes at or near the beginning of the Korean sentence;
2. the noun with *-i/-ka* is the word, in the Korean sentence, which indicates the "performer" or "doer" of the action.

8. *Another noun ending: "as for . . ."*

You have seen the following sentences:

	A
*je-ilum***un** *ätamssu-olssita.*	'Adams is my name.' ('**As for** my name, it's Adams.')
*ku-salam***un** *uli-atule jhinkumnita.*	'That's my son's friend.' ('**As for** him, he's my son's friend.')
*ømønim***un** *an-kesimnikka.*	'Isn't your mother living?' ('**As for** [your] mother, isn't there [any]?')
	B
*mojan***un** *kolpangela køljiyo.*	'I'll hang your hat up in the closet. (**As for** [your] hat, I'll hang it up in the closet.')
*i-ølin-än***un** *nukujiyo?*	'Who's this child?' ('**As for** this child, who is it?')
*nesi innunte, hanan***un** *kyølon-hässumnita.*	'There are four (children) and one is married. ('There are four; **as for** one, he got married.')

These sentences contain forms like ***ilumun***, ***änun***, ***mojanun***, etc. Setting up these forms and others like them we have:

Column I		*Column II*	
		Group I	
ilum-	'name'	*ilumun*	'as for name'
salam-	'person'	*salamun*	'as for person'
ømønim-	'mother'	*ømønimun*	'as for mother'
hyøngjepun-	'brothers and sisters'	*hyøngjepunun*	'as for brothers and sisters'
nunim	'older sisters'	*nunimun*	'as for older sisters'
		Group II	
moja-	'hat'	*mojanun*	'as for hat'
jø- (f.)	'I'	*jøn*	'as for me'
ølin-ă-	'young children'	*ølin-ănun*	'as for young children'
na-	'I'	*nan*	'as for me'
inje-	'now'	*injen*	'as for now'
hana-	'one'	*hananun*	'as for one'

Comparing the forms in Column I with the longer ones in Column II, you see that:

1. in Column II, Group I, *-un* is added to noun stems ending in a *consonant*;

2. in Column II, Group II, either *-nun* or *-n* is added to noun stems ending in a *vowel* (*nan* or *nanun*).

Now look back at the literal English equivalents of the above sentences.

You see that:

1. the nouns in *-un*/*-nun* come *first* in the sentence, or *first* in that part of a sentence immediately following a comma;

2. these nouns are not the "performers" of the action as nouns in *-i*/*-ka* are;

3. nouns in *-un*/*-nun* state what the rest of the sentence is going to talk *about*;

Now observe the following sentences:

1. *nesi innunte, hananun kyølon-hăssumnita.* 'I have four (children) and one is married.'

2. *nunimun ankesimnita-man, nui-tongsăngi hana is-*

sumnita. 'I haven't any older sisters, **but** I have one younger sister.'

3. *hanpun***un** *wønsane kesiko, hanpun***un** *jikum jungkuksø jangsa-hamnita.* 'One's in Wønsan, **and** the other's in business in China now.'

You see that:

1. each of these sentences contains two parts; one part may contain a noun in ***-i/-ka***, while the other part contains a noun in ***-un/-nun***, or both parts may contain nouns in ***-un/-nun***;
2. the English equivalents are also in two parts connected with "and" or "but" and show some *contrast* with each other.

9. "*More than one*"

You have seen the following conversation:

hyøngjepunun an-kesimnikka.	'Don't you have any brother**s**?'
wäyo! hyøngnimi tupun kesiko, tongsängi hana issumnita.	'Oh, yes! I have two older brother**s**, and one younger brother.'
*hyøngnim***tul***un øte kesimnikka.*	'Where are your older brother**s**?

You have also seen these sentences:

*täke-ttanim***tul***un kumnyøne messal-ijiyo?*	'How old are your daughter**s**?'
*mullon, ølin-ä***tul***un ta hakkyoe tanikejjiyo!*	'Of course, your young[er] child**ren** go to school?'

If we set up the words which contain elements in heavy type, we get:

Group I

Column I		*Column II*	
hyøngnim-	'older brother(s)	*hyøngnim***tul**	'older brothers'
ttanim-	'daughter(s)'	*ttanim***tul**	'daughters''
ä-	'child(ren)'	*ä***tul**	'children'

Group II

hyøngnimtul-	'older brothers'	***hyøngnimtulun***	'as for older brothers'
ttanimtul-	'daughters'	***ttanimtuli***	'daughters'

Comparing Column I with II, you see that:

1. (in Column II, Group I) the "more-than-one" ending is ***-tul-***;

2. (in Column II, Group II) other noun endings (***-un***, ***-i***, etc.) may be added after the ending ***-tul-***.

If you look at the conversation above, you see that in the first two sentences there is nothing in the Korean which corresponds to the *-s* in English "brother*s*." Korean ***hyøngnim*** may mean either 'older brother' or 'older brother*s*'. Korean nouns usually make no distinction between one and "more than one."

In the third sentence, however, you see that, corresponding to English "brothers", Korean has ***hyøngnimtul*** with the special "more-than-one" or ***plural*** ending ***-tul-***. Korean nouns ***may*** add this ending after they have been used, earlier in the conversation, with some kind of a number word (such as ***tupun*** "two persons", in the second sentence). Plural forms often stress the fact of "more than one" or "several".

2. Covering English and Korean of Word Study (Individual Study)

Before you leave the *Word Study*, cover the English equivalents in each list and make sure that you know the meaning of every Korean expression. Then cover the Korean and see if you can say each Korean expression when you are looking only at the English.

3. Review of Basic Sentences

Review the first half of the *Basic Sentences*. Repeat individually with books closed. Work always to perfect your pronunciation; keep the meaning in mind; and observe examples of the points in *Word Study* you have just covered.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*. Follow the procedure suggested above.

2. Covering the English of Basic Sentences (Individual Study)

Go back to the *Basic Sentences* in Section A, cover the English and test yourself by reading the Korean, just as you did in Section C of the previous unit. If you are not sure about the meaning of any words or phrases, when you have finished reading the *Basic Sentences* aloud, uncover the English and look up their meaning. Keep this up until you know all the meanings completely.

3. What Would You Say? (Individual Study)

In the following exercise you have certain situations presented for which you are to choose the correct expression in Korean. Read the situation, repeat aloud all of the solutions for each situation, and then indicate for the next class meeting the answer which you consider the most appropriate.

1. Which of the following sentences would mean "I come from America"?
   a) *mikuksø wassumnita.*
   b) *mikuksø osøssumnita.*
2. Which of the following would mean "I smoke"?
   a) *tampä phisimnita.*
   b) *tampä phimnita.*
3. Which of the following would mean "Will you (the teacher) come alone?"
   a) *honja okessumnikka.*
   b) *honja osikessumnikka.*
4. Which of the following would mean "Would you have something to eat?"
   a) *mwøt-jom møkkessumnikka.*
   b) *mwøt-jom japsusikessumnikka.*
5. How would you say "Is your older brother here?"
   a) *hyøngjepunun an-kesimnikka.*
   b) *tongsängun yøki issumnikka.*

c) *hyøngnimun yøki kesimnikka.*

6. For "He has three daughters." you say:
   a) *ku-salamun ttali set issumnita.*
   b) *ku-salamun nui-tongsängi set issumnita.*
   c) *ku-salamun ttali øpsumnita.*

7. "I have only one son." is:
   a) *atul-hana-pakke øpsumnita.*
   b) *atunim-hana-pakke øpsumnita.*
   c) *ainun hana issumnita.*

8. Supply the proper word for "*is, are*" in the following sentences:
   a) *je-ilumi ätamssu* ———.
   b) *uli-apønimto mikuke* ———.
   c) *uli-tongsängi mikuke* ———.
   d) *atunimi* ———?
   e) *ye, hana* ———.

9. Supply the proper form of the *copula* in the following sentences:
   a) *ike yøkwan-* ———.
   b) *jøkøt sul-* ———?
   c) *kuke muøs-* ———?
   d) *ku-salamun je jhinku-* ———.
   e) *je-ilumi kim-yøngho-* ———.
   f) *kim-sønsäng-* ———?
   g) *messi-* ———.
   h) *ike yøki jha-* ———.

10. Give the "*performer*" forms of the following nouns:
    a) *kijha*
    b) *sul*
    c) *salam*
    d) *kamja*
    e) *atul*
    f) *uli*
    g) *anä*
    h) *silkwa*

11. Give the "*as for*" forms of the nouns in 10.

12. Change the form of the verbs in the following sentences to another possible *sentence-final* form:
    a) *täken sikkuka meppun-isijiyo?*
    b) *nunimun an-kesimnikka?*
    c) *i-ølin-änun nukujiyo?*
    d) *jøkun-ainun yøtølssal-ijiyo.*
    e) *ku-salamun messal-ijiyo?*
    f) *ku-salam mikuk-salam-ijiyo.*
    g) *hyøngnim-hanpun kesijiyo.*
    h) *jikum øte kasimnikka?*
    i) *hanpunun jungkuksø jangsa-hasijiyo.*
    j) *han tasøppun osimnita.*

SECTION D—LISTENING IN

1. What Did You Say?

To the Group Leader: Follow the same procedure as for Section D.1 of Unit 2. Call on different students (not in any fixed order) to give their answers in Korean for the exercise *What Would You Say?* in Section C.3 of this unit. Encourage them to give the answers directly and not from the books, if possible. Then check on the students' knowledge of the meaning in English of the different expressions in Korean.

Go back to the last exercises in the preceding section. The Group Leader will call for your answers in Korean for the exercises. If you can give the correct answers without reading from the book. Other members of the group will criticize the choice made if they disagree. The Group Leader will then call for the English equivalents of all the expressions in the exercises.

2. Word Study Check-Up

To the Group Leader: Follow the same procedure as for this part of Section D of Unit 2. Call on various students for the correct Korean for the English equivalents of the expressions given in the *Word Study.* Make sure that all the students have learned the material thoroughly.

Go back to the *Word Study* in Section B. The Group Leader will ask different members of the group to give the correct Korean for the English equivalents of the expressions you went over in the *Word Study.* Be sure you are able to give the correct form without having to read it from the book. If you have any difficulty, review the *Word Study* thoroughly.

3. Listening In

To the Group Leader: Follow the same procedure as for Listening In in Section D.3 of Unit 2. Check up on meaning at the end of each conversation on the first time through; then, after the second time through, assign parts and have the students read the conversations.

Keep your book closed while the Guide reads the following conversations, or while they are played on the phonograph, and repeat the Korean immediately after hearing it. At the end of each conversation, check up on the meaning of any word or phrase about which you are in doubt, either by asking some other member of the group or by going back to the *Basic Sentences* if no one knows.

Go through the conversations again, with your books open, being sure to imitate carefully and to keep in mind the meaning of everything you are saying. Then take turns speaking the parts. Make the conversations real. Say your part as though you meant it.

1. Adams asks a stranger how to get to Kim's house.

Record 7B, after 4th spiral.

Adams — *malssum-jom mulø-popsita.*
hängin — *ye.*
Adams — *yøki kim-yøngho-sønsäng-jipi øte issumnikka.*
hängin — *jøki jø-jip-imnita.*
Adams — *ye, kuløssumnikka. komapsumnita.*

2. Adams is at Kim's house.

Record 7B, after 5th spiral.

Adams — *kim-sønsäng, annyøng-hasimnikka.*
kim — *ye. øsø tulø-osipsiyo.*
jeka pi-ot-hako mojanun kolpangeta køljiyo.
Adams — *ye.*
kim — *øsø anjusipsiyo.*
Adams — *ye. komapsumnita.*
kim — *jø, silkwa-jom japsulkkayo?*
Adams — *ye. jø ikøl-hana møkkessumnita.*
ikøsul josøn-mallo mwølako hamnikka.
kim — *sakwalako hamnita.*[1]
yøngølon mwølako hamnikka.
Adams — *'apple'-ilako hamnita.*[2]

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[1] It's called *sakwa.*
[2] It's called 'apple'.

3. They talk about Kim's family.

Record 7B, after 6th spiral.

Adams — *kulønte, täken sikkuka meppun-ijiyo?*
kim — *apønim-hako, je-anä-hako, atule-sikku set-hako, kualälo aika sesimnita.*
Adams — *kuløm, ømønimun an-kesimnikka.*
kim — *ye, an-kesimnita.*
Adams — *hyøngjepunun an-kesimnikka?*
kim — *wäyo. hyøngnimi tupun kesiko, tongsängi hana issumnita.*
Adams — *jikum ta søul-kesimnikka.*
kim — *hyøngnim-tupunun josøne kesiko, tongsängun mikuksø jangsa-hamnita.*
ike uli-jip-sikku-sajin-imnita.
Adams — *ye. kulønte, i-ølin-än nukumnikka.*
kim — *sonju-ai-imnita. kumnyøne ahopsal-imnita.*
Adams — *nunimun an-kesimnikka?*
kim — *ye. nunimun an-kesimnita-man, nui-tongsängi hana issumnita.*

4. They talk about Adams' family.

Record 7B, after 7th spiral.

kim — *kulønte, täken sikkuka meppun-isimnikka.*
Adams — *uli tul-hako, ttal-ai tul-imnita.*
kim — *ttanimtul kumnyøne messal-ijiyo?*
Adams — *khun-ainun yølssal-iko, jøkun-ainun yøtølssal-imnita.*
kim — *jikum, mullon, tatul hakkyoe tanikejjiyo?*
Adams — *ye.*

SECTION E—CONVERSATION

1. Covering the Korean of Basic Sentences (Individual Study)

Just as you did in Section E of Unit 2, go back to the *Basic Sentences* of this unit, cover up the Korean and test yourself to see how many words and phrases you can say in Korean when you are looking only at the English.

2. Vocabulary Check-Up

To the Group Leader: As in Unit 2, go around the class calling on various students and asking them "*josøn-mallo ..... muølako hamnikka.*" for the English equivalents in the *Basic Sentences*, with their books closed. If any student does not answer in a reasonable time, do not allow hemming and hawing; call on another student. Make sure that every student speaks loud enough so that all can hear. Do not allow any mumbling. Any student who cannot give satisfactory answers needs more review of the *Basic Sentences.*

As you did in Unit 2, supply the Korean expressions for the English equivalents in the *Basic Sentences* when the Group Leader calls on you. Give your answers in a clear, loud voice, so that everyone can hear you.

3. Conversation

To the Group Leader: Follow the same procedure as for Section E.3 of Unit 2. Have the students converse, first following closely the model of the conversations outlined below and then changing the situations slightly.

As you did in the *Conversation* in Section E.3 of Unit 2, first go through the conversations outlined below, taking turns. As soon as you can speak the parts smoothly, pass to acting them out in front of the group; keep this up until you can do it easily.

1. *Paying a visit.*

You come to pay a friend a visit. Your host asks you to come in, to sit down, he offers you fruit. Ask for an apple, drink of water, etc.

2. *Talking about your families.*

Start the ball rolling by noticing a picture — ask who it is. Your host tells you it's his son, grandson, etc. Ask him about the different members of his family, — how many children, brothers, sisters, etc., he has, what they're doing, etc.

3. *Expecting guests.*

Ask your host what time it is, when he expects the guests to come. Talk about who the guests are — their names, what they do, where they live, etc.

SECTION F—CONVERSATION (*Cont.*)

1. Conversation (*Cont.*)

Continue the conversations started in Section E. If necessary to make the conversations smoother and more successful, review Section E.1 and 2.

FINDER LIST

This finder list has all the new words and expressions used in this unit. These, as well as those of the previous two units, are words and expressions which by this time you should know quite well.

ahop	nine
ahopsal	nine years of age
ahopsal-imnita.	[He, she] is nine years old.
ai (or *ä*)	child(ren)
anä	wife
an-kesimnikka	see *kesi-* . . .
hakkyo	school
hakkyoe	in school *or* to school
hakkyoe tanikejjiyol	[They] go to school, [don't they]?
hakkyosø	at school
hakkyosø kalukhimnita.	[He, she] teaches school.
han	about
hyøngjepun (f.)	brothers and sisters
hyøngnim (f.)	older brother(s)

i- . . .	be (something)
ijiyo	(probably) is *or* are
iko	is *or* are and . . .
ini	since [it] is . . .
ilkop	seven
ilkopsi	seven o'clock
ilkopsi-ini	since [it]'s seven o'clock . . .
jangsa	business (trading)
jangsa-ha- . . .	do business
japsu- . . . (f.)	eat
japsulkkayo	how about eating
jøk- . . .	be small
jøkun	small
jøkun-ai or *jøkun-ā*	young child
jungkuk	China
jungkuksø	in China *or* from China
kalukhi- . . .	teach, instruct
hakkyosø kalukhimnita.	[He, she] teaches school.
kesi- . . . (f.)	be (someplace), exist
kesinkayo?	isn't *or* aren't [there]?
jikum søul-kesinkayo?	[She]'s in Søul now, [isn't she]?
khu- . . .	be big; grow
khun	big; grown
khun-ai or *khun-ā*	older child
khun-atul	older son

kolpang	closet
kolpangeta	into the closet
køl- . . .	hang up
køljiyo	(suppose) [I] hang up
kot	soon *or* right away
kualālo	below that *or* younger than that
kuløh- . . .	be like that
kulønte	by the way
kumnyøne	in this year
kumnyøne messal-ijiyo?	How old is [he, she]?
man	but
mejh-(met)	how many
meppun (f.)	how many people
sikku meppun	how many family members
sonnim meppun	how many guests
messal	how many years of age
kumnyøne messal-ijiyo?	How old is [he, she]?
moja	hat
møk- . . .	eat
møkkessumnita	[I] will eat
mullon	of course
nui-tongsäng	younger sister
nuku	who
nukujiyo?	Who is [it]?
nunim	older sister(s)

o- . . .	come
osikejjiyo (f.)	will probably come
onulppam	tonight *or* this evening
onulppame	tonight *or* this evening
øłin-ä	young children
ømønim (f.)	mother
pi-ot	raincoat
sajin	picture
sakwa	apple(s)
sakwalul	apple(s)
ses- (*set*)	three
ses-imnita	are three
set	three
sikku	family members
sikku meppun (f.)	how many family members
silkwa	fruit
sonju-ai	grandchild(ren)
sonnim (f.)	guest(s)
sonnim meppun	how many guests
søul	Søul (name of a city)
ta	all
tatul	all of them
tani- . . .	go regularly
tanikejjiyo	will [probably] go
hakkyoe tanikejjiyo?	[They] go to school, [don't they]?

tasøl	five
tasølpun or *tasøppun* (f.)	five persons
täk (f.)	dwelling, household
täke	[your] household's *or* in [your] house
ttanim (f.)	daughter
tu- (*tul*)	two
tupun (f.)	two persons
wäyo?	Why is it? *or* Oh, yes!
wønsan	Wønsan (name of a city)
wønsane	in Wønsan
yøl	ten
yølssal	ten years of age
yøtøl	eight
yøtølssal	eight years of age

UNIT 4

TALKING ABOUT THE WEATHER

SECTION A—BASIC SENTENCES

To the Group Leader: From this point on you will need special instructions only when new sections or procedures are introduced in the learning units. With other sections, simply follow the procedures which have been recommended in the first three units and the instructions provided for the group at the beginning of the sections.

Go through the *Basic Sentences* in unison. Then work on the *Hints on Pronunciation* and after that go through the *Basic Sentences* at least twice more individually.

1. Basic Sentences

Adams and Kim are in a restaurant.

ENGLISH EQUIVALENTS	*AIDS TO LISTENING*
	Adams
Record 8A, beginning.	
today	*onul*
very *or* quite	*jham*
is warm	*tøupsumnita*
It's very warm today.	*onul jham tøupsumnita.*
	Kim
day *or* weather	*nal*
is good but . . .	*johuna*

very	*phøk*
Yes, it's a pretty nice day, but very warm.	*ye. nalun jham johuna, phøk tøwupsumnita.*

(waiter comes over)

Waiter

What will you eat?	*mwøsul japsusikessumnikka.*

Kim (to Adams)

since [it]'s warm	*tøunte*
cold	*jhan*
how about having	*halkkayo?*
How about having something cold, since it's so warm?	*uli tøunte, jhan-køl-jom halkkayo?*

Adams

(suppose we) do	*hajiyo*
All right, let's do that.	*ye. kuløkhe hajiyo.*

Kim (to waiter)

is [there] *or* are [there]	*isso?*
Do you have anything cold?	*mwøt jhan-køl-jom isso?*

Waiter

watermelon	*supak*
beer	*ppilu*
We have watermelon and beer.	*supak-hako, ppiluka issumnita.*

Kim (to Adams)

which thing	*ønukøsi*

will [it][1] be good	*jokhessumnikka*
Which'd you rather have?	*ønukøsi jokhessumnikka.*
	Adams
Well, let's have beer.	*kuløm, uli ppilu hajiyo.*
	Kim (to waiter)
a couple of bottles	*tuøpyøng*
about	*han*
only	*man*
bring!	*katta-jusiyo*
Bring [us] a couple of bottles of beer.	*ppilu han tuøpyøng-man katta-jusiyo.*
	Waiter
All right.	*ye.*
food served with liquor	*anju*
will [you] have? (do)	*hasikessumnikka*
What will you have with it?	*anjunun mwøsul hasikessumnikka.*
Record 8B, beginning.	*Kim*
perhaps	*ama*
roasted peas (or peas)	*khong*
will [probably] be good	*jokhejjiyo*
[I guess] roasted peas will be all right.	*ama, khongi jokhejjiyo.*

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[1] Not on record.

(waiter brings the beer)

	Adams
well, *or* come on!	*ja!*
let's lift up	*tusipsita*
Come on, let's have a drink!	*ja! øsø hanjan tusipsita.*
as for in the winter	*kyøulen*
how much	*ølmana*
is cold	*jhupjiyo?*
By the way, how cold is [it] here in winter?	*kulønte, yøki kyøulen ølmana jhupjiyo?*
	Kim
is cold and . . .	*jhupko*
snow, too	*nunto*
much (*or* many)	*mani*
come:	*omnita*
Yes, it's very cold in winter, and it snows a lot, too	*ye. kyøulen jham jhupko, nunto mani omnita.*
	Adams
rain	*pi*
in summer	*yølume*
Of course, it rains a lot in summer?	*pinun mullon yølume mani omnikka?*
	Kim
Yes.	*ye*

	Adams
but	*kuløjhiman*
during the whole summer	*on-yølumttongan*
all through (always)	*nänä*
But does it rain like that the whole summer?	*kuløjhi-man, on-yølumttongan nänä pika kuløkhe mani omnikka?*
	Kim
just (about)	*køjø*
about one month	*hantaljjum*
No. It rains a lot just during the one month.	*an-imnita. køjø hantaljjum pika mani omnita.*
	Adams
spring	*pom*
autumn	*kaul*
how is [it]	*øttøjhiyo?*
How is it in spring and fall?	*pom-hako kaulum øttøjhiyo?*
	Kim
is good	*jossumnita*
It's very nice.	*ye. jham jossumnita.*
Record 9A, beginning.	
weather *or* climate	*ilki*
By the way, how's the climate in America?	*kulønte, mikuk-ilkin øttøjhiyo?*
	Adams
every place	*konmata*

is different, but . . .	*talluji-man*
is bad	*nappumnita*
It's different everywhere, but it's pretty tough in Chicago.	*konmata talluji-man, siki ako-ilkinun jham nappumnita.*
	Kim
is getting cloudy	*hulyøjimnita.*
It's getting a little cloudy.	*nali-jom hulyøjimnita.*
shower	*sonăki*
likelihood of coming	*olmoyang*
Maybe there might be a shower [today].	*ama sonăkika olmoyang-imnita.*
	(Kim calls the waiter)
look here!	*yøpo!*
take away!	*nākasiyo*
Say! Take away these beer bottles!	*yøpo! i-ppilu-pyøng-jom nākasiyo!*
	Adams (to Kim)
sun (*or* year)	*hă*
even if [it] goes in	*tulø-kato*
will [probably] be refreshing	*siwøn-hakejjiyo*
Yes, even if the sun only went down a little, it would be cooler.	*ye. ha-man-jom tulø-katø, siwøn-hakejjiyo.*
	Kim
if [it] doesn't come	*an omyøn*
in the shade	*kunullo*

(suppose we) walk	*køjjiyo*
If there won't be any shower, let's go for a little walk in the shade.	*uli sonäkika an-omyøn, kunullo-jom køjjiyo.*

Adams

still *or* yet	*ajuk*
very *or* strongly (extremely)	*mak*
is boiling hot	*ttukøpsumnita*
All right; the sun's still very hot.	*ye. häka ajuk mak ttukøpsumnita.*

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

Remember to pronounce the consonant groups *ph*, *th*, *jh*, *kh*, as you pronounce the corresponding simple consonants *p*, *t*, *j*, *k*, but with a very strong puff of breath (*h*) after them. Remember, too, that the groups *ph*, *th*, *jh*, *kh* are pronounced the same in all positions in which they occur. Listen to these groups with *h*, in the following practice, and imitate them carefully:

PRACTICE 1

Record 9A, after 1st spiral.

kojjang-aphulo	'straight ahead'
siphumnita	'is desirable'
**thasipsiyo*	'please ride'
**thal*	'sickness' *or* 'trouble'
jham	'very'

jojhiyo	'is good'
kuløkhe	'like that'
jokhessumnita	'will be good'

The double consonants *pp*, *tt*, *jj*, *kk* are also pronounced like simple *p*, *t*, *j*, *k* but with *no* puff of breath at all after them. They often sound stronger than the simple consonants. Listen to the following practice, and imitate the double consonants, making them sharp and clear:

PRACTICE 2

Record 9A, 2nd spiral.

ppalli	'quickly'
meppun	'how many people'
ttønamnita	'[it] leaves'
ttukøpsumnita	'[it]'s hot'
hantaljjum	'about one month'
kojjang	'straight'
møkkessumnita	'[I] will eat'
pakkhe	'outside of' *or* 'except for'

The sound represented by the letter *s* is pronounced like the *s* in *set*, but with a puff of breath following it. Listen to the following examples, and practice them, being careful to put in the breath after the *s*:

PRACTICE 3

Record 9B, beginning.

salam	'persons'
josøn	'Korea'

Before vowels and after *ng*, *m* and *n*, *s* frequently sounds a bit like English *z*. But note that even when it sounds a little like *z*, it may have some breath after it.

PRACTICE 4

Record 9B, after 1st spiral.

sønsäng	'teacher'
tongsäng	'younger brother' *or* 'sister'

When *s* comes before *i* or *e*, it often sounds something like the *sh* in *sheet*. In making this *s* before *i* or *e* put the tip of your tongue fairly far forward touching the inside of your lower teeth and keeping your lips spread. Listen to the following examples and imitate them:

PRACTICE 5

Record 9B, after 2nd spiral.

sesi	'three o'clock'
jusiyo	'give!'
isijiyo	'(probably) is *or* are (something)'

The sound represented by *ss* is like the other double consonants, entirely *without* a following puff of breath. It is very close to the sound of ss in *horse-sense* and *mess-sergeant*. Note that *ss*, like the other double consonants, is always pronounced the same way in all positions in the word. Listen to and imitate the following:

PRACTICE 6

Record 9B, after 3rd spiral.

issumnita	'there is *or* are'
malssum	'words'
messi	'what time'

Now go through the *Basic Sentences* once more individually, with your book open, and once with your book closed.

3. Check Yourself

Are you taking every opportunity to practice your Korean by talking with other members of the group or with Korean speaking people whom you may meet?

SECTION B—WORD STUDY

1. **Word Study** (Individual Study)

Work through the following as recommended in the previous units.

1. *Quotations containing the copula* (*they say*) ("*that it is . . .*")

You have already seen some of the following sentences:

*ikøsul josøn-mallo mwø***lako** *hamnikka?*	('They make that this is what in Korean?') 'What do you call this in Korean?'
*tampä***lako** *hamnita.*	('They make that it is *tampä*.') 'It's called *tampä*.'
*supak-***ilako** *hamnita.*	('They make that it is *supak*.') 'It's called *supak*.'
*yøngølo "table"-***ilako** *hamnita.*	('They make that it is *table* in English.') 'It's called *table* in English.'
*im-kwangsu***lako**, *uli-jip kunjhøesø samnita.*	('[They make] that he is Yim Kwangsu [and] he lives near my house.') 'It's Yim Kwangsu; he lives near my house.'

Setting up the words in heavy type, we have:

Column I			*Column II*	
		Group I		
mwø-	'what'		***mwølako***	'that [it] is what'
tampä-	'cigarette(s)'		***tampälako***	'that [it] is cigarettes'
im-kwangsu-	'Yim Kwangsu'		***im-kwangsulako***	'that [he] is Yim Kwangsu'
		Group II		
supak-	'watermelon'		***supak-ilako***	'that [it] is watermelon'

If you compare Column I with Column II, you will see that:

1. in Group I, Column II, after noun stems ending in a vowel, we find the ending *-lako*;
2. in Group II, after noun stems ending in a consonant, we find the form *-ilako*;
3. the form *-ilako* is connected with the preceding noun by a hyphen.

If you will look at the above sentences again, and at their literal English equivalents, you will see that the part of the sentence which ends with *-ilako/-lako* is something quoted. This *-ilako/-lako* corresponds roughly to English "that it is. . . ."

You will also see that the quoted part of the sentences may be followed by a form of the verb *ha-* . . . "do; make". The expression . . . *-ilako/-lako hamnita* is equivalent to English "[they] make that it is. . . ."

When the quoted part of the sentence is followed by a comma, and another sentence, the form of the verb *ha-* . . . is left out, as in the last sentence above: *im-kwangsulako*, . . . '[they make] that he is Yim Kwangsu [and]. . . .'

This type of quotation is used only for quoting what something is said to *be*. The *-i-* . . . of the forms *-ilako/-lako* is the same as the *-i-* . . . we have already seen in *-imnita/-mnita*, that is, the copula stem.

Here are additional examples of such quotations containing the copula:

a. *tusilako hamnita.* 'We call it "*tusi*".'

b. *jøke yøkwan-ilako hamnita.*	'They say that that's the hotel.'
c. *jø-salamun josøn-salam-ilako hamnita.*	'They say that that person is a Korean.'
d. *jakika*[1] *uli-atule jhinkulako hamnita.*	'He says that *he* (the speaker) is my son's friend.'

2. *Request forms* ("*Please . . .!*")

You have seen the following sentences:

mul-jom ***jusipsiyo.***	'Please give me some water!'
annyøngi ***kasipsiyo.***	'Good-bye!' ('Please go peacefully!')
øsø ***tulø-osipsiyo.***	'Please come right in!'
øsø ***anjusipsiyo.***	'Please sit right down!'

If we tabulate the forms in heavy type above with others like them, we have:

Column I		*Column II*	
		Group I	
ka- . . .	'go'	*kasipsiyo*	'please go!'
ju- . . .	'give'	*jusipsiyo*	'please give!'
		Group II	
køl- . . .	'hang up'	*køsipsiyo*	'please hang it up!'
		Group III	
anj- . . .	'sit down'	*anjusipsiyo*	'please sit down!'

Comparing Column I with Column II, you see that:

1. the endings in Column II begin with *-si-/-usi-*;
2. as with *-si-/-usi-*, stems ending in a vowel are followed by *-sipsiyo*, those ending in *-l-*, lose it before

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[1] *jaki* means he 'himself'.

-sipsiyo, and stems ending in other consonants are followed by ***-usipsiyo***.

As you can see from the English equivalents, the forms in *-sipsiyo/-usipsiyo* express a *polite request*.

The ending *-sipsiyo/-usipsiyo* is a *formal* ending (indicating the formality of the relationship between the speaker and the person spoken *about*) ("you"). It is not used, therefore, with verb stems that do not add *-si-/-usi-* (*møk-* . . .), but only with the corresponding formal verb stems (*japsu-* . . .). This ending is *sentence-final*.

3. "*Let's* . . ."

You have seen this sentence:

ja, øsø hanjan ***tusipsita.***	'Come on, let's have a drink!'

Other such sentences are:

uli ***kasipsita.***	'Let's go!'
uli kuløkhe ***hasipsita.***	'Let's do that!'
yøki ***anjusipsita.***	'Let's sit down here!'

Tabulating the forms in heavy type, we have:

Column I		*Column II*		
		Group I		
ka- . . .	'go'		*kasipsita*	'let's go!'
ha- . . .	'do'		*hasipsita*	'let's do (it)!'
		Group II		
tul- . . .	'lift up'		*tusipsita*	'let's lift (it) up!'
		Group III		
anj- . . .	'sit (down)'		*anjusipsita*	'let's sit down!'

Comparing the two columns above, we see that:

1. the forms in Column II have the ending *-sipsita/-ʉsipsita*;
2. the variation is the same one we have seen above with *-sipsiyo/-ʉsipsiyo.*

As you see from the English equivalents above, the Korean forms in *-sipsita/-ʉsipsita* are like English 'let's . . .!

Like *-sipsiyo/-ʉsipsiyo*, the ending *-sipsita/-ʉsipsita* is *formal* (with respect to the relationship between the speaker "I", and the person ("you") or persons ("you" and "he") spoken *about*). Like *-sipsiyo/-ʉsipsiyo*, this ending is not used with *informal* verbs such as *møk-* . . . . This ending is *sentence-final.*

4. *Noun phrases*

You have already learned the following sentences:

A

nan ***mikuk-salam***-*imnita.*	('As for me **America-man** [I] am.') 'I'm an American.'
mikuk-ilkin *øttøjhijo?*	('As for **America-climate** how is [it]?') 'How's the climate in America?'
kim-sønsäng *isijiyo?*	('**Kim-mister** you are?') 'You're Mr. Kim, aren't you?'
pap-hako koki-jom *katta-jusipsiyo.*	('**Rice-plus meat-some** please bring!') 'Please bring [me] rice and meat!'
mul-jom *jusipsiyo.*	('**Water-some** please give!') 'Please give [me] some water!'
kʉ-salamʉn *uli-atʉle-jhinkumnita.*	('As for **that-person** my son's friend [he] is.') 'That's my son's friend.'

B

***yøki-tampä-hana** phisiẍessumnikka.*

(‘**This-place-cigarette-one** will you smoke?’)
‘Will you smoke a Korean cigarette?’

*jeka **pi-ot-hako** mojanun kolpangeia køljiyo.*

(‘I as for **rain-clothes-plus** hat into the closet suppose [I] hang up.’)
‘I’ll hang your raincoat and hat up in the closet.’

C

***josøn-salam-jhinku-hansalami** sikhakoe issumnita.*

(‘**Korea-person-friend-one-person** in Chicago there is.’)
‘I have a Korean friend in Chicago.’

***i-ppilu-pyøng-jom** nākasiyo.*

(‘**These-beer-bottle-some** take away!’)
‘Take away these beer bottles!’

If you look at the Korean phrases in heavy type in A., above, you will see that they contain two nouns connected by a *hyphen*. Comparing the English equivalents you see that in each case the first Korean word describes or attributes something to the second. We shall call such phrases *attributive phrases*.

If you look at the Korean phrases in B. and C. above, you see that they contain more than two words. Comparing the English equivalents, you see that, starting at the beginning, the first group of *two* words describes the following single word, and these *three*, as a u describe the following, and so on:

josøn-salam
josøn-salam-jhinku
josøn-salam-jhinku-hansalam
etc.

If you look at forms such as ***mikuk-ilkin*** and *josøn-salam-jhinku-hansalami*, you see that endings, such as the “as for” or “performer” endings, are added to the *last* noun in the phrase.

5. *Other noun combinations*

You have already seen these sentences:

a. ***ku-salamun*** *uli-atule-jhinkumnita.* (As for **that-person** my son's friend [he] is.')
'That's my son's friend.'

b. ***kukøt*** *umsikjøm imnita.* ('**That-thing** restaurant [it] is.')
'That's a restaurant.'

If you compare the words in heavy type in sentence a. with the word in sentence b., you see that the first *word* in a.(***ku***) is the same as the first part of the word in b. (***ku***-). They both mean "that". The second *word* (*salam*) in a. corresponds to the second *part* of the word in b. (-***køt***). As in the *phrases* which we have just talked about, such as ***ku-salam***, where the first word attributes something to the second, so here, too, in ***kukøt***, the ***ku***- attributes something to the -***køt***. We see that the two noun forms in ***kukøt*** are *not* separated by a hyphen. We shall call these hyphen-less attributive combinations, *attributive compounds*.

Listing other such attributive compounds, which we have seen, we have:

	Column I		*Column II*		*Column III*
i	'this'	***køt***	'thing'	***ikøt***	'this thing'
ku	'that'	***køt***	'thing'	***kukøt***	'that thing'
jø	'that (farther away)'	***køt***	'thing'	***jøkøt***	'that thing (farther away)'
ønu	'which'	***køt***	'thing'	***ønukøt***	'which thing'
ku	'that'	***tongan***	'period of time'	***kutongan***	'in the meantime'
			Group II		
yølum	summer'	***tongan***	'period of time'	***yølumttongan***	'during the summer'
hantal	'one month'	***jum***	'approximation'	***hantaljjum***	'about one month'

Combining the forms in Column I with those in Column II, we see that:

1. when the first part ends in a vowel and the second begins with a consonant, both remain unchanged;

2. when the first part ends in *m* or *l*, and the second part begins with *t* or *j*, these become double (*-mt-* becomes *-mtt-* and *-lj-* becomes *-ljj-*).

The changes outlined here apply only to the words listed above. We shall list other examples of attributive compounds (together with the changes which take place) as they appear.

6. *Some Korean consonant changes*

a. In the *Word Studies* of this and previous units we have described a number of changes in the final consonants of verb stems when endings beginning with a consonant are added to them.

We have seen the following *verb stems* ending in consonants:

l	*al-* . . .	'know'
t	*alø-tut-* . . .	'understand'
j	*anj-* . . .	'sit'
ss	*iss-* . . .	'exist'
p	*jhup-* . . .	'be cold'
h	*joh-* . . .	'be good'
p	*komap-* . . .	'be thankful'
l	*køl-* . . .	'hang up'
*ḷ**	*køl*-* . . .	'walk'
h	*kuløh-* . . .	'be like that'
nh	*manh-* . . .	'be many'
k	*møk-* . . .	'eat'
lh	*olh-* . . .	'be true'
ps	*øps-* . . .	'not exist'
h	*øttøh-* . . .	'be how'
p	*pöp-* . . .	'be seen'
l	*sal-* . . .	'live'
ph	*siph-* . . .	'be desirable'
p	*løup-* . . .	'be warm'
p	*ttukøp-* . . .	'be hot'
l	*tul-* . . .	'lift up'

We have studied the following *endings* beginning with consonants:

s	*-sumnita*	formal statement
s	*-sumnikka*	formal question
k	*-kes-*	future
j	*-jiyo*	less formal statement or question

Here is a summary of the *changes* we have observed:

	ending initial	*j*	*k*	*s*
	stem final			
1.	*p*	*pj*	*pk* (***kk***)	*ps*
2.	*t*	***jj***	***kk***	***ss***
3.	*j*	*jj*	***kk***	***ss***
4.	*k*	*kj*	*kk*	*ks*
5.	*s*	***jj***	***kk***	*ss*
6.	*ps*	***pj***	***pk*** (***kk***)	*ps*
7.	*ss*	***jj***	***kk***	***ss***
8.	*h*	***jh***	***kh***	***ss***
9.	*ph*	***pj***	***pk*** (***kk***)	***ps***
10.	*lh*	***ljh***	***lkh***	***lss***
11.	*nh*	***njh***	***nkh***	***nss***
12.	*l*	*lj*	*lk*	. .
13.	*l**	***jj***	***kk***	***ss***

Here is a list of *examples:*

		j	*k*	*s*
1.	*p*	*tøupjiyo*	*pöpkessumnita*	*ttukøpsumnita*
2.	*t*	*alø-tujjiyo*	*alø-tukkessumnita*	*alø-tussumnita*
3.	*j*	*anjjiyo*	*ankkessumnita*	*anssumnita*
4.	*k*	*møkjiyo*	*møkkessumnita*	*møksumnita*
5.	*s*	*hakejjiyo*	. .	*hakessumnita*
6.	*ps*	*øpjiyo*	*øpkejjiyo*	*øpsumnikka*
7.	*ss*	*ijjiyo*	*ikkessumnita*	*issumnita*
8.	*h*	*kuløjhiyo*	*kuløkhessumnikka*	*kuløssumnita*
9.	*ph*	*sipjiyo*	*sipkejjiyo*	*sipsumnikka*
10.	*lh*	*oljhiyo*	*olkhessumnita*	*olssumnita*
11.	*nh*	*manjhiyo*	*mankhejjiyo*	*manssumnikka*
12.	*l*	*køljiyo*	*kølkessumnita*	. .
13.	*l**	*køjjiyo*	*køkkessumnita*	*køssumnita*

2. Covering English and Korean of Word Study (Individual Study)

Review this *Word Study* by reading aloud all of the Korean expressions. Then cover the English and make sure that you know the meaning of every item. Finally, cover the Korean and see if you can say each Korean expression when you are looking only at the English.

3. Review of Basic Sentences

With Guide or records, review the first half of the *Basic Sentences* for better pronunciation, meaning and examples of points in the *Word Study.*

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences.*

2. Covering the English of Basic Sentences (Individual Study)

Go back to the *Basic Sentences* in Section A, and read them aloud covering up the English. Note any words or phrases you are not sure about, and, when you have finished reading the *Basic Sentences*, uncover the English and look up the meaning of what you did not get. Keep this up until you know all the meanings completely.

3. What Would You Say? (Individual Study)

1. To the following stems add the *-mnita/-sumnita, -jiyo*, and *-kessumnita, -kejjiyo* endings:

a. *o-* . . .	'come'
b. *ka-* . . .	'go'
c. *møk-* . . .	'eat'
d. *joh-* . . .	'be good'
e. *øttøh-* . . .	'be how'
f. *kuløh-* . . .	'be like that'
g. *manh-* . . .	'be many *or* much'
h. *anj-* . . .	'sit'
i. *iss-* . . .	'be, exist'
j. *køl**- . . .	'walk'
k. *øps-* . . .	'not be, not exist'

2. Give the Korean equivalents for the following:
   a. What's this called in Korean?
   b. This is called "apple" in English.

c. His name is Kim, (they say).
d. His name is Kim, and he lives in Phyøngyang.

3. Change the form of the verbs in the following sentences from formal to less-formal:
   a. *ike yøkwan-imnikka?*
   b. *jøngkøjangun ön-jjoke issumnita.*
   c. *ønukøsi jokhessumnikka?*
   d. *kuk-jom japsusimnita.*
   e. *ku-salamun honja jajo omnita.*
   f. *sul-pakke øpsumnita.*
   g. *ku-salamun tampä phimnita.*
   h. *injen hakkyoe kaya-hakessumnita.*
   i. *onul yøsøssie omnita.*
4. Here are two columns of nouns. Form as many *attributive phrases or compounds* as you can:

	A.	B.
1.	*jsøn*	*mal (malssum)*
2.	*hansi*	*salam*
3.	*mikuk*	*jip*
4.	*ku*	*jha*
5.	*kyøul*	*pyøng*
6.	*uli*	*atul*
7.	*ppilu*	*yøkwan*
8.	*pom*	*tongan*
9.	*ätamssu*	*nal*
10.	*yøki*	*køt*

Then make up 10 sentences using the attributive phrases you have formed from the columns above.

5. Change the form of the verbs in the following sentences to *future:*
   a. *onulppamen phøk jhupjiyo.*
   b. *sonnim yøsøssie osimnita.*
   c. *nali jham jossumnita.*
   d. *ku-salamun øle samnikka?*
   e. *jal alø-tutusimnikka?*

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Korean for the last exercise in the preceding section, when the Group Leader calls for them. Do it without reading from the book, if possible. Other members of the group will criticize your choice if they disagree with it. Then give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

Give the correct Korean for each English expression in the *Word Study*, without having to read it from the book. If you cannot do this easily, it means you need to put in more work on the *Word Study*. The Group Leader will give the English and call on different members of the group for the Korean.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Korean immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows.

Go through the conversations again with books open, following the same plan as before, imitating carefully and keeping in mind the meaning of everything you say. Finally, take parts and carry on the conversation.

1. Adams and Kim are in a restaurant. They order beer.

Record 9B, after 4th spiral.

kim — *ja! uli onul tøunte, mwøt jhan-køt-jom halkkayo?*
Adams — *ye. kuløkhe hajiyo.*
nalun johuna, phøk tøupsumnita
kim — *mwøsul hasilkkayo?*
Adams — *ama jhan-ppiluka jokhejjiyo.*
simpulumkkun[1] — *mwøsul japsusikessumnikka?*
kim — *ppilu tuøpyøng-man kajta-jusiyo.*
simpulumkkun — *anjunun mwøsul hasikessumnikka.*
Adams — *khong isso?*
simpulumkkun — *ye, issumnita.*
jø, supakto issumnita.
kim — *ønukøsi jokhessumnikka.*
Adams — *khongi jokhejjiyo.*
simpulumkkun — *ye.*

---

[1] 'Errand boy' *or* 'waiter'.

2. Kim and Adams talk about the weather.

Record 9B, after 5th spiral.

kim — *kulønte, mikuk-ilkin øttøssumnikka.*[1]
Adams — *køjø konmata tallujin an, sikhakonun jham nappumnita.*
kulønte, yøki kyøulen ømana jhupjiyo.
kim — *ye. phøk jhupko, nunto mani omnita.*
ja! øsø hanjan tusipsita.
Adams — *ye. jham jossumnita.*[2]
ama, sonäkika olmoyang-ijiyo?
kim — *ye. nali hulyøjimnita.*
ama, pika-jom olmoyang-imnita.
Adams — *ama, hä-man-jom tulø-kato, siwønhakejjiyo.*
kim — *kulønte, sikhakoen*[3] *pika mani omnikka?*
Adams — *ye. on-yølumttongan nänä pika mani omnita.*
yøkin øttøjhiyo?
kim — *køjø, hantaljjum pika mani omnita.*
kuløjhiman, pom-hako kaulun jham jossumnita.

3. Kim and Adams decide to take a walk.

Record 9B, after 6th spiral.

kim — *uli, pi an-omyøn-jom køjjiyo.*
Adams — *ye. kunullo-jom køjjiyo.*
kim — *ajuk häka mak ttukøpsumnita.*
Adams — *jikum messimnikka?*
kim — *tusimnita.*
Adams — *kuløm, kajiyo.*
kim — *ye.*

SECTION E—CONVERSATION

1. Covering the Korean of Basic Sentences (Individual Study)

Cover the Korean of the *Basic Sentences* and practice saying the Korean equivalents of the English expressions.

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[1] Repeated with *ilkinun* the second time.

[2] Repeated.

[3] As for in Chicago.

2. Vocabulary Check-Up

As in previous units, the Group Leader will call on various members of the group to give the Korean expressions which correspond to the English in the *Basic Sentences*.

3. Conversation

Work through the following outlined conversations, taking parts. Act them out in front of the group; keep this up until you can do them easily and smoothly. When the outlined conversations go well, then change the situations somewhat. You now have more material which you can work into additional conversations. Invent topics as you did for the previous units.

1. *Coming to visit a friend.*

You come to visit your Korean friend. He greets you, asks you to come in; he asks you to have a seat and offers you some tea or fruit. You start complaining about how hot it is, etc.

2. *Talking about the weather.*

Your friend suggests something cold; you say that that would be fine. He asks you whether you would rather have cold watermelon or cold beer. You discuss the weather during the different seasons; compare the climate in Korea with the climate in America. You complain again about how hot it is. You notice that it's clouding up outside. Your friend says that there might be a shower.

3. *Waiting for the other guests.*

You ask your friend about his wife and children. You discuss your families. After a while, you ask what time it is, and when the other guests will be coming. Your friend tells you the time and says that they'll probably come soon.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

ajuk	still *or* yet
ama	perhaps
anju	food served with liquor
an-omyøn	see *o-* . . .
ha- . . .	do, make, have
kuløkhe hajiyo.	Suppose [we] do that.
uli ppilu hajiyo.	Suppose [we] have beer.
halkkayo	how about doing
jhan-køt-jom halkkayo?	How about having something cold?
han	about
hä	sun *or* year
hä-man-jom tulø-kato. . . .	even if the sun only went down a little. . . .
huli- . . .	be cloudy
hulyøjimnita	[it]'s getting cloudy
ilki	climate *or* weather
iss- . . .	be (someplace), exist
isso¿	is *or* are [there]?
mwøt jhan-køt-jom isso¿	Do [you] have anything cold?
ja	well *or* come on!
jaki	he himself
jham	very *or* quite
jhan	cold
jhan-køt	something cold
jhup- . . .	be cold

ølmana jhupjiyo?	How cold is it?
jhupko	is cold and . . .
joh- . . .	be good
johuna	is good but, . . .
ønukøsi jokhessumnikka.	Which would [you] rather have?
katta-ju- . . .	bring
katta-jusiyo	bring!
kaul	autumn
khong	peas, roasted peas
konmata	every place
køl- . . .*	walk
køjjiyo	(suppose we) walk
køjø	just, exactly
kuløh- . . .	be like that
kuløjhi-man	even though it's like that *or* but
kunul	shade
kunullo	in the shade
kunullo-jom køjjiyo.	Let's go for a little walk in the shade.
kyøul	winter
kyøulen	as for in the winter
mak	very *or* strongly
man	only
mani	much *or* many
nal	day *or* weather
nappu- . . .	be bad

näka- . . .	take away *or* remove
näkasiyo	take away!
nänä	always, all through
on-yølumttongan nänä	always during the whole summer
nun	snow
nun omnita.	It snows. *or* It's snowing.
o- . . .	come
an-omyøn	if it doesn't come
olmoyang	likelihood of coming
onul	today
on-yølumttongan	during the whole summer
ølmana	how much
ønu-	which
ønukøs-	which thing
ønukøsi jokhessumnikka.	Which would [you] rather have?
øttøh- . . .	be how
øttøjhiyo?	How is it?
phøk	very
pi	rain
pi omnita.	It rains. *or* It's raining.
pom	spring
ppilu	beer
ppilu-pyøng	beer bottles
pyøng	bottle(s)
siwøn-ha- . . .	be refreshing, be cool

siwøn-hakejjiyo	[it] will probably be cool
sonăki	shower
sonăkika an-omyøn, . . .	if there won't be a shower . . .
supak	watermelon
tal	month
hantal	one month
hantaljjum	about one month
tallu- . . .	be different
talluji-man . . .	is different, but . . .
tongan	period of time, during
tøup- . . .	be warm
tøunte	since it's warm
ttukøp- . . .	be hot
tuø-	a couple
tuøpyøng	a couple of bottles
tulø-ka- . . .	go in
tulø-kato, . . .	even if it goes in . . .
tul- . . .	lift up
tusipsita	let's lift up!
øsø hanjan tusipsita.	Let's have a drink!
yølum	summer
yølume	in summer
yølumttongan	during the summer
yøpol	Look here! *or* Hey!

UNIT 5

GETTING A ROOM

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then do the *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Adams stops in at the "josøn-yøkwan".

ENGLISH EQUIVALENTS	*AIDS TO LISTENING*
	Adams
Record 10A, beginning.	
room	*pang*
Do [you] have a room?	*pang-hana issumnikka.*
	Clerk
Yes, [we] have.	*ye. issumnita.*
this way	*ili*
Please come this way.	*ili osipsiyo.*
	(the clerk shows Adams a room)
Well, how do you like this one?	*ja. i-pang øttøssøssumnikka.*

	Adams
as for this thing	*ikøn*
too much ('over')	*nømø*
is small	*jøkunteyo*
This one's too small!	*ikøn nømø jøkunteyo.*
more	*tø*
as for a large one ('thing')	*khun-køsun*
Haven't you got a larger one?	*jom-tø khun-køsun øpsumnikka?*
	Clerk
upstairs	*u-jhunge*
Yes there's one upstairs.	*ye. u-jhunge hana issumnita.*
	(he shows him the room upstairs)
	Adams
bed	*jhimtä*
Why isn't there a bed here?	*kulønte, wä jhimtän øpjiyo?*
	Clerk
if [you] wish	*wøn-hasimyøn*
[I'll] put in for [you]	*nwa-tulijiyo*
We have a lot of beds. If you want, I'll put one in for you.	*jhimtä manssumnita. wøn-hasimyøn hana, nwa-tulijiyo.*
	Adams
please do for [me]	*hä-jusipsiyo*
Yes, please do.	*ye. kuløkhe hä-jusipsiyo.*

room's	*pange*
(chests of) drawers	*jang*
are [they] sufficient?	*nøngnøk-hajiyo¿*
I wonder if there's enough drawer space in the room.	*pange-jangɯn nøngnøk-hajiyo¿*
	Clerk
Yes, [I'm sure] there's enough.	*ye. nøngnøk-hasilkkemnita.*
chairs, too	*ɯjato*
three [1]	*set* [1]
[there] are and . . .	*ikko*
tables *or* desks, too	*jhäk-sangto*
two objects	*tukä*
There are three chairs and a couple of tables, too.	*ɯjato set-ikko, jhäk-sangto tukä issɯmnita.*

Record 10B, beginning.

in addition [2]	*kɯløko* [2]
at the very end	*män-kkɯthe*
hall	*pokto*
Oh, and the toilet's at the very end of this hall.	*kɯløko, pyønson i-pokto-män-kkɯthe issɯmnita.*
	Adams
lights *or* lamps	*pul*
electric lights	*jønkippulɯ* [3]
[you] use	*ssɯsijiyo*
You've got electric lights, haven't you?	*pulɯn jønkippulɯl ssɯsijiyo¿*

[1] Record has 'four' *net*.

[2] Not on record.

[3] Record has *jønkippul*.

	Clerk
switch	*suwijhi*
right here [1]	*palo-yøki*
Yes, the switch is right here.	*ye. suwijhin palo-yøki issumnita.*
lights [2]	*pulul* [2]
turn on (lights)	*khijiyo*
I'll turn on the lights.	*jeka pulul khijiyo.*
	Adams
as for the price	*kapsun*
How much is the rent?	*pangkkapsun ølmajiyo?*
	Clerk
per day	*haloppame*
five	*o*
It's five *wøn* a day.	*haloppame owøn-imnita.*
	Adams
is [it] [2] quiet	*joyong-hamnikka*
By the way, is this room quiet?	*kulønte, i-pang joyong-hamnikka?*
	Clerk
Yes, it's very quiet.	*ye. phøk joyong-hamnita.*

[1] Record has 'right by'.
[2] Not on record.

Adams

to that room [1]	*ku-pange* [1]
go in	*tuljiyo*
Then I guess I'll move in.	*kuløm, nä ku-pange tuljiyo.*
is very hot!	*tøupkumanyo*
window	*tuljhangul*
open	*yøljiyo*
It's very hot! I'll open the window.	*jham tøupkumanyo! näka tuljhangul-jom yøljiyo.*

Clerk

turn off and . . .	*kkuko*
to downstairs	*ạle-jhungulo*
go down	*nälya* [2]*-kasijiyo*
After I turn off the light, shall we go downstairs?	*pul kkuko, ạle-jhungulo nälya-kasijiyo?*

(they are in the clerk's office)

Clerk

Record 11A, beginning.

in register	*sukpakpue*
name (f.)	*sønghamul*
please write for [me]	*ssø-jusipsiyo*
Oh! Please sign this register.	*jø, i-sukpakpue sønghamul ssø-jusipsiyo.*

---

[1] Not on record.

[2] First repetition *nalyø*.

in the morning	*ajhume*
how about [my] waking [you] up?	*kkäwø-tulilkkayo?*
Shall I wake you up in the morning?	*ajhume kkäwø-tulilkkayo?*
	Adams
early	*iljjuk*
have to get up	*ilønaya-hakessumnita*
[I] have to get up early.	*iljjuk ilønaya-hakessumnita.*
at seven o'clock	*ilkopsie*
please wake [me] [1]	*kkäwø-jusipsiyo*
Please wake me at seven o'clock.	*ilkopsie kkäwø-jusipsiyo.*
	Clerk
Then I'll see you in the morning.	*kuløm, ajhume pöpkessumnita.*
comfortably	*phyøngani*
please sleep	*jumusipsiyo*
Good night.	*phyøngani jumusipsiyo.*
	Adams
please rest	*swisipsiyo*
Thank you. Good night.	*ye. phyøngani swisipsiyo.*
meet	*pöpjiyo*
See you in the morning again.	*ajhume tto pöpjiyo.*

---

[1] Record has 'please wake.'

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

Check your ability to distinguish and to make the difference between the simple consonants and the consonants followed by *h*. Remember: (1) the simple consonants have only a *slight* puff of breath, but be careful *not* to make them without any breath at all or you may confuse them with the double consonants; (2) the group of consonants followed by *h* make the *h* very strong:

PRACTICE 1
Record 11A, after 1st spiral.

**phal* *phal* *phal*
**pal* *pal* *pal*

(*phal* means "arm"; *pal* means "leg")

PRACTICE 2
Record 11A, after 2nd spiral.

**thal* *thal* *thal*
tal *tal* *tal*

(*thal* means "sickness"; *tal* means "month")

PRACTICE 3
Record 11A, after 3rd spiral.

jhan *jhan* *jhan*
jan *jan* *jan*

(*jhan* means "food other than rice"; *jan* means "cup")

PRACTICE 4

Record 11A, after 4th spiral.

khun
kun
khun
kun
khun
kun

(*khun* means "big"; *kun* means "pound (measure)")

The consonant *l* has two sounds, depending on which other sounds it comes next to in the word or phrase:

1) (a) at the end of a word and (b) before another consonant, it sounds like the *l* in *blade* or *heel*. Hold the tip of your tongue fairly flat, and mid-high in the mouth. Place the tip of your tongue on the ridge just behind the upper teeth. This contact is held lightly, especially at the end of a word:

PRACTICE 5

Record 11A, after 5th spiral.

kil	'road'
kal	'that will go'
ølmana	'how much'
iljjuk	'early'
mul	'water'
pulphyøn	'discomfort'

Note that after the vowel *u*, the *l* before a consonant, or at the end of a word, may sound more resonant than after other vowels. In this position, the blade of the tongue is a bit less flat.

The sound of *ll* is just like the sound of simple *l* before another consonant. It may appear to be long to you:

PRACTICE 6

Record 11B, beginning.

ppalli	'quickly'
kunullo	'in the shade'
**olla-kasipsiyo*	'please go up!'

2) After a vowel, and before a vowel or *w*, *y*, or *h*,

simple *l* sounds like a very quick *d* or *t*. The tongue is in the same position as for the other variety of *l*, but instead of holding the position, let the tip of the tongue make just a quick flap against the ridge behind the upper teeth. This sound may appear to be like a peculiar *r* at times; but do *not* substitute an English *r* sound for *l* between vowels, or elsewhere.

PRACTICE 7

Record 11B, after 1st spiral.

uli	'we'	*il-halyø*	'to work'
kili	'road'	**nälyø-kasiyo*	'go down!'
salam	'person'		

Now go twice through the *Basic Sentences* individually; once with book open, and once with book closed.

SECTION B—WORD STUDY

1. Word Study (Individual Study)

1. *Korean equivalents of English "in, at; to" or "-'s"*

You have already learned the following sentences. Note particularly the words in heavy type:

A

uli-tongsängi **mikuke** *issumnita.*	'My younger brother is **in America.**'
kumnyøne *messal-ijiyo?*	('How many years of age is [he] **in this year**?') 'How old is he?'
ønulppame *sonnimi meppun osimnikka.*	'How many guests are coming **tonight**?'
ye. hana **u-jhunge** *issumnita.*	'Yes, there's one **upstairs.**'
jø, **i-sukpakue** *sønghamul ssø-jusipsiyo.*	'Oh, please sign [your] name **in this register.**'

josøn-salam jhinku-hansalami ***sikhakoe*** *issumnita.*	'[I] have a Korean friend **in Chicago.'**
hakkyoe *tanikejjiyo.*	'[They]'re attending ('going regularly **to'**) **school.'**
kijha ***messie*** *ttønamnikka.*	'When (**'at what time'**) does the train leave?'
haloppame *owøn-imnita.*	'It's five *wøn* **per day.'**
	B
*ku-salamun uli-**atule**-jhinku-mnita.*	'He's my **son's** friend.
***pange**-jangun nøngnøk-hajiyo?*	('As for the **room's** drawer space is there enough?') 'I wonder if there's enough drawer-space in this room?'
***tăke**-ttanimtulun kumnyøne messal-ijiyo?*	('As for [your] **household's** daughters how old are they?') 'How old are your daughters?'
	C
tăken *sikkuka meppun-isijiyo?*	('As for **in [your] household** family-members how many people are there?') 'How many are there in your family?'
kyøulen *jhupko, nunto mani ōmnita.*	('As for **in winter** [it]'s cold and a lot of snow, too, comes.') 'It's cold in winter and it snows a lot, too.'

You have seen that in A and B all the words in heavy type end in *-e*. In C the words in heavy type end in *-e* followed by the "as for" ending *-n*(*un*). In A you see that the *-e* ending is followed by a *space*. In C the *-e* plus the "as for" ending is also followed by a space. In B, however, the nouns with the *-e* ending are connected to a following noun by a *hyphen*, just as were the first and second nouns in the attributive phrases which we talked about in the previous unit (Unit 4.B. 1.4).

If you look at the English equivalents of the words with *-e* in A, you will find meanings such as "in *or* to (a place), at (a certain time), per (unit)", etc. The words with this ending generally indicate location, so we shall call this *-e* ending the *locative* ending.

If you look at the English equivalents in B, however, you will find that they are words with the English ending *-'s*, that is, the Korean phrases, consisting of a noun with the *-e* ending connected to a following word by a hyphen, indicate possession, so we shall call them *possessive phrases*.

In C you find that the Korean words with the *-e* ending followed by the "as for" ending, again indicate location ("as-for-in-winter", etc.), so here we have a combination of the locative with the "as for" idea, indicating what the rest of the sentence is talking *about*.

2. *Noun ending "from, at, in"*

You have already seen the following sentences:

	A
mikuksø *yøløpuni osøssumnikka.*	'Did many people come [with you] **from America**?'
hanpunun ***jungkuksø*** *jangsa-hamnita.*	'One is doing business **in China.**'
mikuk-øtesø *osøssumnikka.*	'**From what part of America** do [you] come?'
sikhkakosø *wassumnita.*	'[I] come **from Chicago.**'
jikum ***hakkyosø*** *kalukhimnita.*	'[She]'s teaching (**'in'**) **school** now.'
	B
uli-jip-kunjhøesø *samnita.*	'[He] lives near our house (**'in our house-neighborhood'**).

You see that the words (or phrases) in heavy type all end in *-sø*. In A, this ending is added to *noun stems* (*mikuk-*, *øte-*, etc.). In B, the ending is added to *kunjhøe*, which already has the locative ending *-e* (stem: *kunjhø-*).

If you look at the English equivalents of the Korean words in *-sø*, you see that the meaning expressed is most often "from". Other English equivalents, such as "in, at", however, are not uncommon.

The meanings expressed by the combination *-e-sø* (locative plus "from, etc.") are much like those expressed by simple *-sø*. Here are additional examples of *-sø* and *-e-sø*:

i-pange issumnita.	'[He] 's in this room.'
josøne issumnita.	'[He] 's in Korea.'
josønsø samnita.	'[He] lives in Korea.'
jø-pangesø il-hamnita.	'[He] 's working in that room.'
sikhako(e)sø jangsa-hamnita.	'[He] does business in Chicago.'
øtesø sasimnikka?	'Where do [you] live?'
umsikjømesø papul møksumnita.	'[I] eat in a restaurant.'
ku-salam jungkuk(e)sø wassumnita.	'He comes from China.'
ku-salam jungkukesø samnita.	'He lives in China.'
messie køkisø osøssumnikka?	'What time did [you] come from there?'
sesie yøki(e)sø tiønamnita.	'[It] leaves from here at three o'clock.'

3. *Noun ending: object marker*

a. You have seen most of the following sentences:

mwøsul *japsusikessumnikka.*	'What will [you] eat?'
sønghamul *ssø-jusipsiyo.*	'Please sign [your] name.'
jeka ***pulul*** *khijiyo.*	'Suppose I turn on the lights.'
sakwalul *hana møkkessumnita.*	'[I] 'll eat an apple.'
jhalul *hanjan hasijiyo.*	'Have a cup of tea!'
kamjalul*-jom jusipsiyo.*	'Please give [me] some potatoes.'

Tabulating the words in heavy type, we have:

Column I		*Column II*	
		Group I	
mwøs-	'what; something'	*mwøsʉl*	'what'
søngham-	'name'	*sønghamʉl*	'name'
pul-	'light(s)'	*pulʉl*	'light(s)'
		Group II	
sakwa-	'apple(s)'	*sakwalʉl*	'apple(s)'
jha-	'tea'	*jhalʉl*	'tea'
kamja-	'potato(es)'	*kamjalʉl*	'potato(es)'

Comparing Column I and Column II, we see that:

1. after noun stems ending in *consonants*, in Group I we have an ending *-ʉl*;

2. after noun stems ending in *vowels*, in Group II, we have an ending *-lʉl* (or just *-l*) (remember *-nʉn* or *-n*).

If you observe the English equivalents of the Korean words in *-ʉl*/*-l*(*ʉl*), in the sentences above, you see that they indicate the *object* of the action. As you can see in the equivalents, English does not usually *mark* the object. Korean, however, often marks the object of the action with the ending *-ʉl*/*-l*(*ʉl*).

b. Now observe the following sentences:

jikʉmvatʉnim **mwøt**-*hamnikka.*	'What is [your] son doing now?'
kʉløm, ʉli **ppilu** *hajiyo.*	'Well, suppose we have some beer.'
kʉ-salam *asimnikka?*	'Do [you] know him?'

You will see that the Korean words whose English equivalents are "what", "beer", "him", although clearly the *objects* of the action, do not have the *-ʉl*/*-l*(*ʉl*) ending. They are endingless, that is have a "zero" ending.

Now compare the position of the *objects* marked with *-ul/-l(ul)* in the Korean sentences, in a, with the endingless ones just above. You see that they all come just *before* the verb (except when there is a number word or quantity word, which then follows the object, coming between it and the verb). Nouns with the "performer" (*-i/-ka*) or "as for" (*-un/-n(un)* endings, come before the object nouns, with or without ending (*-ul/-l(ul)* or *-0*).

4. *Noun ending "too, also"*

You have seen the following sentences:

*uja***to** *set-ikko, jhăk-sang***to** *hankă issumnita.* ('chair(s)-too, three-there-are and book-table-too one-object there-is.') 'There are three chairs and there's a desk, too.'

*uli-apønim***to** *mikuke kesimnita.* ('My-father-too in-America lives.') 'My father's in America, too.'

Look at the English equivalents of the Korean nouns and noun phrases ending in *-to* (in heavy type). You see that Korean *-to* is equivalent to English "too" or "also". In the first sentence above you see that Korean *-to* is added to the nouns in each part of the sentence. English has "too" only at the end, or has "both" in one part and "and" in the second, if there are only two parts.

Here are some other examples:

*ku-salam***to** *wassumnita.*	'He came, too.'
*jø***to** *kaya-hakessumnita.*	'I have to go, too.'
*apønim***to** *kesiko, ømønim***to** *kesimnikka?*	'Are both your father and mother living?'
*ppilu***to** *ikko, sul***to** *ikko, tto jha***to** *issumnita.*	'We have beer, wine and tea.'

5. *Words for "I", "my", "he", "his", "your", etc.*

In Unit 3 we saw that the words for "I" and "you" and "he" are not expressed by special forms of the verb. Also, we saw that many Korean sentences do not express these words at all in the sentence by any special words. We saw, however, that in conversation, "I", "you", "he", etc., may be implied by the presence *or* lack of *-si-* in the verb stem.

However, we have met a number of words for "I", "my", and so on:

na *honja wassumnita.*	'I came alone.'
nan *mikuk-salam-imnita.*	'I'm an American.'
jønun *sikhakosø wassumnita.*	'I come from Chicago.'
je*-ilumi kim-yøngho-olssita.*	'**My** name is Kim Yøngho.'
jeka *pi-ot-hako mojanun kolpangeta køljiyo.*	'I'll hang up [your] hat and raincoat in the closet.'
uli*-tongsängi mikuke issumnita.*	'**My** younger brother is in America.'
uli *tøunte, jhan-køt-jom halkkayo.*	'Let's have something cold, since [it]'s so warm.'
näka ***ku-salam****-jipe samnita.*	'*I* live in **his** house.'
näka ***ku-salam****-ilul hamnita.*	'*I'm* doing **his** work.'
ku-salamun *uli-atule-jhinkumnita.*	'**He**'s my son's friend.'

If we arrange the words for "I" and "my" according to the endings, we get:

Formal		*Less-Formal*	
jøn or *jønun*	'as for me'	*nan* or *nanun*	'as for me'
jø	'I'	*na*	'I'
jøl or *jølul*	'me'	*nal* or *nalul*	'me'
je	'my'	*nä*	'my'
jeka	'I'	*näka*	'I'

1. The possessive of *na*, formed by adding *-e* to the noun stem, appears as *nä*.
2. The possessive of *jø*, formed by adding *-e* to the noun stem, appears as *je*.
3. The "performer" or *-ka* form of these two nouns is made by adding *-ka* to the possessive form, *näka*, *jeka*, whereas all other nouns, as we have seen, add the "performer" endings directly to the stem.

The word *uli* usually means "we" or "our". In formal speech, however, it may also mean "my". Compare this use with the English "editorial" "we" and "our".

The word for "he" or "she" is ***ku-salam*** "that person", and for "they" it is ***ku-salamtul***.

These words (***uli***, ***ku-salam***, ***ku-salamtul***) take the usual noun endings. Used as the first noun in an attributive phrase they mean "our" (or "my"), "his" or "her", "their".

So far we haven't had the special words for "you" and "your". They are used very seldom, and it is considered impolite to refer directly to the person you're speaking to. We will not discuss these words until we have occasion to use them in the *Basic Sentences*.

6. *Numbers*

a. You have had several of the words for the numbers. Perhaps you have noticed that there are two words for the same number:

Column I	
pang-hana	'**one** room'
ttal-tul	'**two** daughters'
uja-set	'**three** chairs'

Column II	
ilwøn	'**one** yen'
iwøn	'**two** yen'
samjøn	'**three** sen'

1. Note that the number words in Column 1 are different from the corresponding words in Column 2.

2. The Words in Column 1 all belong to one set of numbers, called the "*Korean*" numbers. The words in Column 2 all belong to another set of numbers, called the "*Chinese*" numbers.

3. Note that the number words in Column 1 are used with different objects, while the number words in Column 2 are used only with the forms ***-wøn*** "yen" or ***-jøn*** "sen". So far in the *Basic Sentences*, the Chinese numbers have been used only for counting money. We will see in later units for what else they can be used.

Here are given the numbers up to 10, as used in ordinary counting: "one, two, three, four", and so on:

Korean Numbers	*Chinese Numbers*	*English*
hana	*il*	'one'
tul	*i*	'two'
set	*sam*	'three'

net	*sa*	'four'
tasøt	*o*	'five'
yøsøt	*yuk*	'six'
ilkop	*jhil*	'seven'
yøtøl	*phal*	'eight'
ahop	*ku*	'nine'
yøl	*sip*	'ten'

b. You have had the following *compounds* that include number words:

hantal	*han-*	'one'	*tal*	'month
tupun	*tu-*	'two'	*pun*	'person'
sesi	*se-*	'three'	*-si*	'o'clock'
nesalam	*ne-*	'four'	*salam*	'person'
tasøppun	*tasøs-*	'five'	*pun*	'person'
yøsøssi	*yøsøs-*	'six'	*-si*	'o'clock'
ilkopsi	*ilkop-*	'seven'	*-si*	'o'clock'
yøtølssal	*yøtøl-*	'eight'	*-sal*	'years of age'
ahopsal	*ahop-*	'nine'	*-sal*	'years of age'
yølssal	*yøl-*	'ten'	*-sal*	'years of age'

1. Note that in these expressions, the number word *precedes* another noun. The number word and the noun form an *attributive compound.* Some of the nouns in the above list are nouns which are used by themselves (*salam* "person" and *tal* "month"), while the others are used only with a number word before them.

2. Used in this way, some of the number words appear different from the first list:

Isolated Form	*Combination Form*
hana	*han-*
tul	*tu-*
set	*se-*
net	*ne-*

These four numbers drop their last sound when they come *before* a noun. The rest of the numbers do not drop their last sounds. Note, however, that the number words (*tasøt* and *yøsøt*) ending in *-t* have stems in *-s* (*tasøs-*, *yøsøs-*) which change to the first consonant [illegible] the following noun if it is *p*, *k*, or *j*. Note, also, that nouns beginning with *-s-* change it to *-ss-* after *-l-* (*yøtølssal* "eight years of age", *yølssi* "ten o'clock", etc.). In Unit 8 we will have more to say on the subject of these nouns that follow the number words.

You have noted that the Chinese numbers appear only *before* a noun (in these cases *-wøn* and *-jøn*). Unlike the Korean set of numbers, which can come *before* a noun (in attributive compounds) (*tusi* "two o'clock"), or *after* a noun (in attributive phrases) (*ttal-tul* "two daughters"), the Chinese set comes *only* before the *-wøn* or *jøn*, and always forms an attributive compound.

2. Covering English and Korean of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the Korean, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Korean. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? (Individual Study)

Read aloud each of the following and then pick out the expression you think most suitable:

A. 1. You ask a stranger where the "Hotel Josøn" is:
   a) *josøn-yøkwanun øte issumnikka.*
   b) *jhønmane-maissum-imnita.*
2. At the hotel, you ask the clerk for a room:
   a) *pang-hana øte issumnikka.*
   b) *pang-hana-issumnikka.*
3. The clerk shows you one, and asks how you like it:
   a) *ikøn øttøssumnikka.*
   b) *i-pangun jokhessumnita.*
4. You say you want a smaller one:
   a) *jø, jom-tø khun-køsun øpsumnikka.*
   b) *jø, jom-tø jøkun-køsun øpsumnikka.*
5. When he shows you another room, you notice it doesn't have a bed. You ask him to put one in for you:
   a) *jhimtă-hana nwa-jusipsiyo.*
   b) *jhimtă-hana nwa-tulijiyo.*
6. You ask how much the rent is:
   a) *pang-kapsi ølmamnikka.*
   b) *i-pangun joyong-hajiyo.*
   c) *pange-jangun nøngnøk-hajiyo.*
7. The clerk tells you that it's three ***wøn***, and you tell him you'll take it:
   a) *nă ku-pange tuljiyo.*
   b) *nă kuløkhe hă-tulijiyo.*

B. 1. Fill in the blanks for the endings in the following sentences and give the English equivalents:

a) *yøkwan* ——— *pangun nøngnøk-hajiyo?*

b) *ike jip* ——— *-sajin-imnita.*

c) *ku-salamun uli ttal* ——— *-sønsäng-imnita.*

d) *u-jhung* ——— *-pangun joyong-hamnikka?*

e) *søul* ——— *n khun-jipi mani issumnita.*

2. Fill in the blanks for the endings in the following sentences and give the English equivalents:

a) *nan phyøngyang* ——— *samnita.*

b) *ku-salamun søul* ——— *wassumnita.*

c) *josøn* ——— *nun jønkippulul ssujiyo?*

d) *hansie jøkie* ——— *okessumnita.*

e) *uli-tongsängun sikhako* ——— *hakkyoe tanimnita.*

3. Fill in the blanks in the following sentences with the corresponding forms of the *object-marker* ending:

a) *ku-salam-ilum* ——— *asimnikka?*

b) *koki-hako sul* ——— *jom-tø katta-jusiyo.*

c) *kulønte, ikøs* ——— *mwølako hamnikka.*

d) *jhimtä* ——— *-hana nwa-jusipsiyo.*

e) *ilkopsie jø* ——— *jom kkäwø-jusipsiyo.*

4. Fill in the blanks with the "*too, also*" ending and give the English equivalents for the whole sentence:

a) *ku-salam* ——— *josøn-salam-imnikka.*

b) *jha* ——— *ikko, ppilu* ——— *issumnita, mwøsul hasikessumnikka.*

c) *hyøngnim* ——— *hanpun kesiko, nunim* ——— *hanpun kesiko, tto tongsäng* ——— *tuli ikko, nui-tongsäng* ——— *hanaka issumnita.*

5. Give the Korean phrase and compound *number* forms for the English in parentheses:

a) *yøki han* (one month) *ikkessumnita.*

b) *pang-kapsun haloppame* (four *wøn*)*-imnita.*

c) *pangen* (three chairs) *issumnita.*

6. Fill in all the possibilities for the "*person words*" in the following sentences:

a) ——— *-ilumi ätamssu olssita.*

b) ——— *mikuk-salam-imnita.*

c) ——— *josøn-salam-imnikka?*

d) ——— *en sikkuka meppun-isijiyo?*

e) ——— *-apønimun mikuke kesimnita.*

f) *ike* ——— *-jip sajin-imnita.*

7. Here's a short paragraph. If you have a Guide, have him read it to you. If not, one of the group should read it to the others. Go through the paragraph twice. Then decide

whether the following statements are *true* (T) or *false* (F):

älamssuka honja søulsø phyøngyange kassumnita. ku-salam jhinku-hansalami phyøngyange issumnita. ku-salam-ilumun im-kwangsumnita. ku-salamun khun-yøkwan-kunjhøesø samnita. älamssu phyøngyange jhøum wassumnita. kuløjhi-man, älamssunun ku-salam-jhinku-täke kassumnita. ku-jipen pange jhimtäka issumnita. älamssu-pangun u-jhunge issumnita. ku-pangen khun-tuljhangi tul issumnita. kuløko, pulun jønkippulul ssumnita.

Statements:

1. *älamssuka phyøngyangsø wassumnita.*
2. *älamssunun phyøngyange jhøum kassumnita.*
3. *kim-sønsängi älamssu-jhinkumnita.*
4. *älamssuka jhimtäesø sakwalul japsusimnita.*
5. *ku-salam-pange khun-tuljhang-hana issumnita.*

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Korean for each of the exercises in the preceding section. Then give the English equivalents of all the expressions in the exercise. The Group Leader will direct your work.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Korean for each English expression, without having to read it from the book. The Group Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Korean immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, with book open, then take parts and carry on the conversation.

1. Adams goes to a hotel.

Record 11B, after 2nd spiral.

samuwøn[1] — *øsø osipsiyo.*
Adams — *jø, pang-hana issumnikka?*
samuwøn — *ye, issumnita. ili osipsiyo.*
(he shows him a room)
ja. i-pang øttøssumnikka.
Adams — *ikøn nømø jøkunteyo.*
jom-tø khun-køsun øpsøyo? [2]
samuwøn — *ye. u-jhunge hana issumnita.*
(they go upstairs)
i-pangun ama nøngnøk-hasilkkemnita.
Adams — *kulønte, wä jhimtänun øpjiyo?*
samuwøn — *jhimtä manssumnita.*
wøn-hasimyøn, i-pange hana nwa-tulikessumnita.
Adams — *ye. kuløkhe hä-jusipsiyo.*
kulønte, i-pang joyong-hajiyo¿
samuwøn — *ye. phøk joyong-hamnita.*
Adams — *pangkkapsun ølmajiyo?*
samuwøn — *haloppame samwøn-imnita.*
Adams — *kuløm, nä ku-pange tuljiyo.*
samuwøn — *ye.*
jø, pyønson i-pokto-män-kkuthe issumnita.[3]
Adams — *ye. kulønte yøki, pulun jønkippulul ssusijiyo¿*
samuwøn — *ye. suwijhinun palo-yøki issumnita.*
jeka pulul khijiyo.
Adams — *ye. jossumnita.*
samuwøn — *jø, kuløm, ale-jhungulo nälyø-kasilkkayo?* [4]
Adams — *ye. kuløjiyo.*
näka pul kkujiyo.

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[1] 'Clerk'.
[2] 'Isn't *or* aren't [there]?
[3] Twice.
[4] How about going down?

2. Adams and Clerk in hotel office.

Record 11B, after 3rd spiral.

samuwøn — *jø, yøkie sønghamul ssø-jusipsiyo.*
Adams — *ike mwømnikka.*
samuwøn — *kuke yøki-sukpakpumnita.*
(Adams signs his name)
mikuksø osøssumnikka.
Adams — *ye.*
samuwøn — *josøne jhøum osøssumnikka?*
Adams — *ye. jhøum wassumnita.*
samuwøn — *yøløpuni mikuksø osøssumnikka.*
Adams — *an-iyo. na honja wassumnita.*
kulønte, jikum i-yøkwane salami manssumnikka?
samuwøn — *ye. manssumnita.*

3. Adams asks questions about his room.

Record 11B, after 4th spiral.

Adams — *jø, jham nä-pange-jangun nøngnøk-hajiyo¿*
samuwøn — *ye, nøngnøk-hasilkkemnita.*
Adams — *pange jhäk-sang-hako uja ijjiyo¿*
samuwøn — *jhäk-sangto hana ikko, ujato tukä issumnita.*

SECTION E—CONVERSATION

1. Covering the Korean of Basic Sentences (Individual Study)

Cover the Korean of the *Basic Sentences* and practice saying the Korean equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Korean expressions for the English equivalents in the *Basic Sentences* as the Group Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. By now you have a fair amount of material that you can bring into your conversations. Invent new combinations of subject matter.

Work through these situations, saying in Korean whatever fits the situation, taking parts as you have done in previous units.

1. *Asking directions.*

You are in a strange city and are looking for a hotel room. You approach a stranger and ask him where there's a hotel. You ask him to speak a little slowly, explaining that you are an American and don't understand Korean very well; ask him to repeat, etc.

2. *Getting a room.*

At the hotel, you ask the clerk if he has a room. He says that he does and takes you upstairs to show you one. Ask him if he speaks English, if he's been in America, etc. You don't like the room because it's too small and you ask him if he has any others. He takes you upstairs and shows you a larger one. You ask him to put in a bed for you. You ask him the price. He tells you and you say that you'll take it. You ask the clerk where the electric light switch is, the toilet, etc. Then, the clerk suggests that you go downstairs. You put out the lights and go down. The clerk asks you to sign the hotel register.

3. *Later in the evening.*

Before you go up to your room, the clerk asks you if you want to be awakened in the morning. Tell him that you have to get up early; you ask him to wake you up at seven o'clock. You want to have a bite before you go to sleep, so you ask him where there's a restaurant. The clerk gives you directions. You thank him and say goodbye. The clerk says good night.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

FINDER LIST

ajhum	morning
ale-jhung	downstairs

ale-jhungulo	(to) downstairs
hä-ju- . . .	do for (me)
haloppam	day (24 hours)
iss- . . .	exist
ikko	there is (*or* are) and . . .
ikø	this thing
ili	this way
iljjuk	early
ilkop	seven
ilkopsi	seven o'clock
ilønaya-ha- . . .	have to get up
jang	chests of drawers, drawer space
jhäk	book
jhäk-sang	desk, table
jhimtä	bed
jøk- . . .	be small
jøkunteyo	[it]'s small!
jønki	electricity
jønkippul	electric light(s)
joyong-ha- . . .	be quiet
jumusi- . . . (f.)	sleep
phyøngani jumusipsiyo	Good night!
kaps- (*kap*)	price
pangkkapsun	as for the rent

khi- . . .	turn on (lights)
pulul khi- . . .	turn on lights
khun-køs- (khun-køt)	large thing
kkäwø-ju- . . .	wake (me) up
kkäwø-tuli- . . .	wake (you) up
kkäwø-tulilkkayo?	how about (my) waking (you) up?
kku- . . .	turn off
kkuko	turn off and . . .
pul kkuko, . . .	[I]'ll turn off the light, and . . .
män-kkuth- (män-kkut)	very end
män-kkuthe	at the very end
kulø- . . .	be like that
kuløko	it's like that and . . . *or* in addition
nälyø-ka- . . .	go down
nømø	over, too much
nøngnøk-ha- . . .	be enough
nøngnøk-hasilkkemnita.	There will certainly be enough.
nwa-tuli- . . .	put in for (you)
o	five
palo-yøki	right here
pang	room
phyøngani	comfortably
phyøngani jumusipsiyo	Good night!
phyøngani swisipsiyo	Good night!
pokto	hall

pul	lights *or* lamps
samuwøn	clerk
sang	table
jhäk-sang	desk, table
søngham (f.)	name
ssø-ju- . . .	write for (me)
ssu- . . .	use, write
sukpakpu	register
suwijhi	switch
swi- . . .	rest
phyøngani swisipsiyo	Good night!
tø	more
tø khun-køt	a larger one
tøup- . . .	be warm
tøupkumanyo!	it's very hot!
tu- (*tul*)	two
tukä	two objects
tul- . . .	go in, enter
tuljhang	window
uja	chair
u-jhung	upstairs
wøn-ha-. . .	want
wøn-hasimyøn	if [you] want
yøl- . . .	open

UNIT 6

REVIEW

To the Group Leader: This unit is intended to furnish the group with a review of the work done to date: understanding of the stock of words, and of the ways of using them covered in the *Word Study*. Pronunciation should be noticed whenever the students are talking. Either the Guide or, if there is no Guide, the Group Leader and other students should correct faulty pronunciation.

This unit contains a number of tests which will help you make sure that you have thoroughly covered the work of the first five units of the course. They will show you what you need to restudy or review.

SECTION A—WORD STUDY REVIEW

To the Group Leader: Section A is a *Word Study* review in which are provided sets of exercises drilling on everything covered in the *Word Study* sections of Units 2 through 5. Follow the instructions carefully. These exercises may be prepared outside class hours, or individually in class. Nothing is to be written in the books. When the material has been thoroughly studied, skip around the class asking individuals to do what is required in the particular exercise. If there is disagreement see the back of the Guide's Manual.

In this section a number of drill exercises are given to test whether you have learned the uses of words and endings outlined in Units 2 through 5. Work through these exercises carefully. Follow the instructions exactly reading the completed forms and sentences aloud. Do not write anything in your books, but be prepared to give the completed forms and sentences, when the Group Leader calls on you.

I. Complete the following sentences with the proper combination of the verb stems and endings in parentheses:

1. *na ku-salam jal* (*al-* . . .) (*-mnita/-sumnita*).
2. *ätamssunun mikuke* (*sal-* . . .) (*-mnikka/-sumnikka*).
3. *kim-yønghonun josøn-*(*salam-*) (*-i-* . . .) (*-mnita/-sumnita*).
4. *phyøngyang-jha søulsø messie* (*ttøna-* . . .) (*-mnikka/-sumnikka*).
5. *uli-atulun jikum hakkyoe* (*tani-* . . .) (*-jiyo*).

6. *ku-salamtuli kim-sønsäng-täke* (*iss-* . . .) (*-jiyo*).
7. *i-jipen pangi* (*manh-* . . .) (*-mnita*/*-sumnita*).
8. *nali* (*øttøh-* . . .) (*-jiyo*).
9. *jeka ajhum ilkopsie* (*kkäwø-tuli-kes-* . . .) (*-mnita*/*-sumnita*).
10. *wä iløkhe nali* (*tøup-* . . .) (*-mnikka*/*-sumnikka*).

II. Change the verbs in the following sentences to *future:*

1. *ppilu hanpyøng-jom katta-tulimnita.*
2. *phyøngyang jom kamnita.*
3. *jeka yøki issumnita.*
4. *nali jom siwøn-hamnita.*
5. *u-jhung-pange näka tuljiyo.*

III. Complete the following sentences by supplying the Korean for the English in parentheses:

1. *ku-salamun hyøngjeka* (he has five).
2. *jhäk-sang-hana tø* (don't you have?).
3. *mikuk-tampän* (don't you have any?).
4. *uli-yøkwane jikum pang* (we don't have).
5. *nä-tongsängun jungkuke ikko, nui-tongsängun søule* (she is).
6. *uli-apønim jikum jipe* (he is).

IV. Complete the following conversations by supplying the Korean for the English in parentheses:

1. A. *kim-sønsäng an-kesimnikka.*
   B. (Yes,) *kesimnita.*
2. A. *atunim jikum jipe issumnikka.*
   B. (No,) *jikum hakkyo kassumnita.*
3. A. *yøki khun-pang hana issumnikka.*
   B. (Yes). *u-jhunge hana issumnita.*

A. *ale-jhungen øpsumnikka.*
B. (No). *øpsumnita.*

V. Change the *informal* verb stems and nouns in the following sentences to *formal* (thus indicating a more formal relationship between the speaker and the person spoken *about*):

1. *jikum pap-møksumnita.*
2. *nuku i-pange tulkessumnikka.*
3. *jikum hakkyosø kalukhimnita.*
4. *kupuni, jikum ku-ujae anssumnita.*
5. *jikum øte kamnikka.*
6. *ku-jipe-sikkuka manssumnikka.*
7. *mäkju hanjan hajiyo.*
8. *atul jikum jungkuke issumnikka.*
9. *je-malssum alø-tussumnikka.*
10. *hyøng jikum øte issumnikka?*

Give the English equivalents of 8.

VI. Complete the following conversation by supplying the corresponding Korean forms for the English in parentheses:

A. *ike uli-jip-sikku sajin-imnita.*
yøki ipuni (my father) *imnita.*
B. *ike* (your son) *isimnikka.*
A. *ye. kuløjhi-man* (my son's)*-sikkunun i-sajine øpsumnita.*
B. *ipunun* (your wife)*-imnikka.*
A. *ye. kuløko, i-salamun* (my younger brother)*-imnita.*
B. (older brothers and sisters) *an-kesinkayo?*
A. *wäyo.* (two older brothers)*to kesiko,* (two older sisters)*to kesimnita. Hanpunun kyøløn-hässumnita.*
täken sikkuka meppun-isimnikka.
B. (my wife)*-hako,* (one son and two daughters) *issumnita.*
A. (brothers and sisters) *an-kesinkayo?*
B. *ye.* (younger sister)*i hana issumnita.*
A. *kuløm,* (older brothers) *øpsumnikka.*
B. *an-iyo. tul-issumnita.*

VII. Give the Korean equivalents for the following English sentences:

1. (They say) his name is Adams.
2. How do you say *yøkwan* in English?
3. This is called "watermelon".
4. How do they say "Adams" in Korean?
5. His name is Kim Yøngho and he lives near the railroad station in Søul.

VIII. Complete the following sentences with the corresponding *polite request* forms based on the verb stems in parentheses:

1. *ajhum yøtølssie tto (o- . . .).*
2. *uli yøkie jom (anj- . . .).*
3. *ku-salam ilumul jom (ssø-ju- . . .).*

IX. Complete the following sentences with the corresponding "*let's . . .*" forms based on the verb stems in parentheses:

1. *ja. øsø ppalli (ka- . . .).*
2. *pap-hako koki-jom (ha- . . .).*
3. *ja. øsø ppilu hanjan (tul- . . .).*

X. Complete the following sentences by supplying the Korean for the English words in parentheses:

1. (As for an American) *yøngølul hajiyo?*
2. (The price of a room in this hotel) ('this hotel room price') *øttøjhiyo?*

3. *jøpuni* (that person's father)*-imnita.*
4. (That wine-bottle) *ili katta-jusipsiyo.*
5. *jøn* (from Chicago in America) ('from America-Chicago') *wassʉmnita.*

XI. Give the English equivalents of the words in heavy type in the following sentences:
1. ***josøn-øtesø*** *sasimnikka.*
2. ***kʉ-salame-apøjinʉn*** *jikʉm* ***jungkuksø*** *jangsahasijiyo.*
3. *i-jha* ***ajhʉm-messie*** *phyøngyang tassʉmnikka?*
4. ***josønsønʉn*** *josøn-malʉl hamnita.*
5. *ätamssʉ-sønsäng,* ***ønʉ-yøkwane*** *kesimnikka?*

XII. Complete the following sentences by giving the "*object*" forms based on the noun stems in parentheses:
1. *josøn-salam-(kim-yøngho-) jal asimnikka.*
2. *pangi tøunte, (kʉ-tʉljhang-) jom yøsipsiyo.*
3. *(mul-) hankʉlʉt tø jusipsiyo.*
4. *(jha-) hanjan hasijiyo.*
5. *(na-) asimnikka.*

Give the English equivalents of the object forms in the above sentences.

XIII. Give the English equivalents of the following sentences, noting especially the forms with the ending *-to:*
1. *nato mikuksø honja wassʉmnita.*
2. *jhäsoto ikko, silkwato ikko, tto mäkjuto issʉmnita.*
3. *uli-apønimto mikuk kesiko, kʉ-salam-apønimto mikuk kesimnita.*

XIV. Give the English equivalents of the words in heavy type in the following sentences:
1. *jøki jø-jipi* ***uli****-jip-imnita.*
2. ***jønʉn*** *mikuk-salam-iko, kʉ-salam josøn-salam-imnita.*
3. ***näka*** *inje ale-jhʉngʉlo tasi nälyø-kakessʉmnita.*

XV. Here are two columns of mixed numbers. Place all the *Korean* numbers in Column I, all the *Chinese* numbers in Column II, and put them all in order from 1 to 10:

Column I	*Column II*
yøtøl	*ku*
yøsøt	*hana*
yuk	*sip*
ahop	*il*
sam	*ilkop*
sel	*o*
net	*tul*
sa	*i*
phal	*yøl*
tasøt	*jhil*

XVI. Here are three *second* nouns to be compounded with the numbers:

-si
-pun
-jøn

Make all the possible combinations with the numbers from 1 to 10.

XVII. Complete the following sentences by supplying the Korean for the English in parentheses:

1. *kim* — *ătamssu-sønsäng mikuksø meppuni osøssumnikka.*
   ătamssu — (ten people) *wassumnita.*
   kim — (those people, too) *i-yøkwane kesimnikka.*
   ătamssu — *an-iyo. jønun i-yøkwane issumnita-man* (as for [my] friends) *i-kunjhø-yøkwane issumnita.*
2. A — *jønun tongsängi tul ikko, nui-tongsängi hana issumnita.*
   B — (your younger brothers) *jikum yøki issumnikka.*
   A — *ye.* (those youngsters) *jikum ta hakkyoe tanimnita.*
   B — *kumnyøne* (those children) *messal-imnikka.*
   A — *yøtølssal-imnita.*

XVIII. Complete the following sentences by giving the Korean for the English in parentheses:

1. *ku-salam-pangi u-jhunge ikko,* (as for *my* room) *ale-jhunge issumnita.*
2. *yøkisø tusalami samnita-man,* (as for one person) *josøn-salam-iko,* (as for [the other] one) *jungkuk-salam-imnita.*
3. (as for that man) *atuli sesi innunte,* (as for one [of them]) *kyølon-hässumnita-man* (as for [the other] two) *hakkyoe tanimnita.*

SECTION B—CONVERSATION

To the Group Leader: Assign parts and have the students work through the outlined conversations. When everyone has had a chance to take part, encourage the students to branch out and start conversations on related topics.

Here are a number of outlined conversations. Take parts and work through them. When you can do these well, go on to freer discussion of similar things, using as much of the content of previous lessons as possible. Ask questions in Korean and answer them.

1. *Getting around.*

Having just arrived in a Korean city, you stop a man on the street and ask him how to get to a hotel. He tells you to walk straight ahead; he says that it's on the right. You ask him if it's a good hotel. He says that it's very good. Then you ask him if that building (pointing to one) is a restaurant. He says that it isn't; he tells you that the restaurant is right next to the hotel. You say that you don't understand. You ask him to repeat, and to speak more slowly, explaining that this is the first time you've come to Korea. He repeats. You thank him, and say goodbye.

2. *Getting a room.*

You go into the ***jøsøn-yøkwan***, and ask for a room. The clerk asks you to come (*olla-ka-* . . .) upstairs. He shows you a room, and asks you how you like it. You say it's nice enough. But you say that it's a little too big. He says he has a smaller one, too, and shows you another room. You say it's very nice, and ask about the drawer space, chairs, tables, etc. The clerk tells you that there's plenty of drawer space, two chairs and a table. You notice that there's no bed in the room; the clerk tells you he'll put one in for you, if you like. You ask him if it's quiet in the room. He tells you that it's very quiet. Then you ask him how much the rent is; he tells you the rent is seven ***wøn*** a day. You say that you'll take it. The clerk asks you to sign the hotel register. He notices that you have an American name, and asks you if you just came to Korea. You say that you did. He asks you if you came alone; you say that you came alone. He tells you that you speak Korean very well. You thank him. He asks you how to say some things in English.

Before he goes downstairs, the clerk shows you where the light switch and the toilet are. You ask him to open the window a little, because you're very warm. He then asks you if you want him to wake you up in the morning. You say that you have to get up pretty early. He says he'll wake you up at seven o'clock, then. You say good night to each other.

3. *Visiting a friend.*

You come to visit a mutual friend of yours and a Korean acquaintance you have in Chicago. At the door, you ask him if he's Kim Yøngho. He says that he is, and asks you to come in, have a seat, offers you some fruit, etc. You introduce yourself, and Kim says that he's glad to meet you. You ask him if he knows Yim Kwangsu. He says that he knows him well, and that he's a friend of his son. He asks you where he's living. You tell him that he lives in Chicago, near your house.

Kim complains a little about the heat, and says he'll open a window. He asks you if you'd like to have something cold. You ask him for a glass of cold water. You complain about the heat, too, and suggest going for a little walk in the shade. Kim looks outside and notices that it's getting a little cloudy. He says that it might rain soon. You say that a little shower might make it cooler in the evening. Then you and Kim start talking about the climate in America and in Korea. You say that the climate is different everywhere in America, but it's pretty bad in Chicago. "But," you say, "spring is very nice in Chicago." You ask Kim about the different seasons in Korea. He tells you when it rains, snows, is warm, is cold, etc. He says it rains a lot in summer, but only during one month. He says that it's pretty warm in summer, but very cold in winter, with a lot of snow.

A little later you ask Kim what time it is. He tells you the time, and you say that you have to go. He protests politely, but you say that you'll come again. He tells you to come often. As you stand at the door saying goodbye you comment that the sun is still very hot. You and Kim exchange goodbyes, and say that you'll see each other again soon.

4. *In a restaurant.*

The waiter asks you what you'd like to eat. You ask him for a bowl of soup, some meat, vegetables and a bowl of rice, too. When the waiter brings you your order, you ask him if he has any liquor (wine). He says that he has both wine and beer. You ask him to bring you a glass of cold beer. After you eat, you ask for cigarettes and matches. You ask how much it is all together, pay and leave.

5. *Talking about your family.*

You and Kim are talking about your families. You ask each other how many children you have, whether you have any brothers or sisters, whether you have your parents. You say that you don't have your parents, but only your wife and two daughters. You say that one of them is married, and that the other teaches school in Chicago (Chicago-school). Kim says that he has three small children, one older son, and a grandchild. He shows you his family picture and points them out to you. You ask him about his brothers and sisters; he tells you that he hasn't got any older sisters, but he has two older brothers, one younger brother and a younger sister. He says one older brother is in business in China, and the other is also teaching school. He says his younger brother is in America now.

Kim asks you what time it is. You say that it's eight o'clock. Kim says that the guests will soon come. You ask him how many guests are coming. He counts: one (person), two (persons), three (persons), etc., and says that about 10 people will probably come tonight.

SECTION C—TRUE-FALSE

Record 12A.

To the Group Leader: Section D is a true-false quiz which is to be read to the group by the Guide or the phonograph records. Each student is to write the numbers from 1 to 20 on a sheet of paper. After hearing each statement in Korean, the students are to mark T opposite the number of that statement if they consider it a true statement, and F if they consider it false. If the students understand the Korean they will have no difficulty in deciding whether or not the statements are true or false.

Use the first item in the quiz as a practice item. When you are ready to start, announce "Statement 1," and give the signal to the Guide to begin, or put on the phonograph record. The Guide or the record will then read the Korean statement:

kim-yøngho-sønsängun mikuksø osøssumnita.

and will repeat the statement once more. Explain to the group that, since the meaning of this statement is:

'Mr. Kim Yøngho came from America.'

they should write F after the [illegible] their papers. Then announce "Statement 2" and continue with the Guide or phonograph record. [illegible] in Korean is to be presented twice. When working with a Guide, continue to call the number of [illegible] throughout the quiz so that students will have no trouble keeping the proper place. Take the quiz with the rest of the group.

In the back of the Guide's manual you will find a list giving the correct answers (T or F) for the Korean items, together with the English translations. After the quiz is over, read to the group the correct answers, T or F for each item. The students are to check their papers. Find the average number of correct answers for your group and include your own answers. Any student who gets less than the average number of answers or less than 80 per cent (whichever is higher) needs more thorough study and review of the preceding units.

Use the rest of the period to repeat the Korean expressions for which students had the wrong answer and read the English equivalents of these statements if they wish to have them. Be sure that the students understand the meaning of all the items which they got wrong; those are the items on which their vocabulary is weak and needs further study.

Section D is a true-false quiz. After you have marked the numbers 1 to 20 on a sheet of paper, your Group Leader will have the Guide read, or will play the phonograph records containing a number of statements in Korean. As you hear each sentence, decide whether the statement it makes is true or false. Decide whether the statement is *usually* true or *usually* false. Do not go into particular cases. If you think the statement is true, mark T opposite the number corresponding to the number of the sentence that has just been spoken. If you think it is false, mark F opposite the number. The first item will be a practice item and will show you just how you are to proceed with the rest of the sentences.

After you have done this work, the Group Leader will go through your answers with you as a group, and will tell you which statements are true and which are false. Score your paper, counting one for each correct answer. The Group Leader will figure out the average score for your group. If your score falls below the average of the group as a whole, you need more study and review of the previous units.

Use the rest of the period to go over the sentences again with your Guide or records. For each item on which you are wrong, be sure that you understand why you are wrong, and what the true meaning of the item is.

If you come out well on this quiz, that indicates that you have a pretty good understanding of the word stock you have covered to date.

SECTION D—LISTENING IN (True-False Statements)

To the Group Leader: Following are sets of statements based on short conversations which are to be read by the Guide or the phonograph records. Have the Guide read (or play on the record) each conversation through twice, keeping books closed. Then open books and have the Guide or one of the students read each of the statements through twice. The students should listen and mark them true (T) or false (F) as they did with the true-false statements in the previous section. Calculate the percentage of errors as you did in Section C. If you are in doubt as to the correct answer see the back of the Guide's Manual.

Listen, with books closed, to the Guide or the phonograph record, as each one of the conversations is read. It will be repeated twice, so listen carefully the second time for anything you didn't catch the first time through. Then the Guide or one of the students will read the true-false statements, on the particular conversation, which you will find listed below. Mark each statement true (T) or false (F) as you did in the preceding section. If your percentage of errors is high, you need more study and review.

Conversation 1

Record 12B, beginning.

1. *ätamssu mikuke issumnita.*
2. *ätamssu mikuk-salam-imnita.*
3. *kijha ilkopsie ttønamnita.*
4. *kijha onulppame tassumnita.*

Conversation 2

Record 12B, after 1st spiral.

1. *ätamssunun ön-jjokulo kassumnita.*
2. *yøkwanun khun-jip-imnita.*
3. *ätamssunun josøn-malul jal alø-tussumnita.*

Conversation 3

Record 12B, after 2nd spiral.

1. *yøkwane pangi øpsumnita.*
2. *ätamssu-pangun u-jhunge issumnita.*
3. *ku-pang jøksumnita.*
4. *ku-yøkwansø jønkippulul ssumnita.*
5. *ätamssu ku-pange tuljiyo.*
6. *ku-salamtuli pulkkuko,ale-jhungulonälyø-kassumnita.*
7. *mikuk-yøkwanenun jhimtäka issumnita.*
8. *ätamssu-pangkkapsun haloppame sawøn-imnita.*

Conversation 4

Record 12B, after 3rd spiral.

1. *ätamssu-pang joyong-hamnita.*
2. *yøkwan-sukpakpue ätamssuka ilumul ssumnita.*

Record 13A, beginning.

3. *ätamssu josøn jhøum wassumnita.*
4. *ku-yøkwan-pyønson ale-jhunge issumnit*
5. *pange-jangun poktoe issumnita.*
6. *nali phøk tøupsumnita.*

Conversation 5

Record 13A, after 1st spiral.

1. *ätamssʉnʉn ʉmsikjømesø papʉl møksʉmnita.*
2. *ätamssʉnʉn pap-hako kokilʉl japsusimnita.*
3. "cigarettes" *ʉl josøn-mallo supak-ilako hamnita.*
4. *ʉmsikjøme sul øpsʉmnita.*
5. *pap-kapsi jønpu ta hap-häsø kuwøn-imnita.*

Conversation 6

Record 13A, after 2nd spiral.

1. *kʉ-salam, kim-yøngho, josøn-salam-imnita.*
2. *ätamssʉ-sønsäng tampä phisimnita.*
3. *ätamssʉ-sønsäng sikhakosø osøssʉmnita.*
4. *sikhakonʉn jungkuke ijjiyo.*

Record 13B, beginning.

5. *sikhakosø yøløpuni wassʉmnita.*
6. *kim-sønsäng täkesø ätamssʉ sakwalʉl møksʉmnita.*
7. *kʉ-ppilu phøk nappʉmnita.*
8. *kim-sønsäng täken sikkuka nepun issʉmnita.*
9. *kim-sønsäng sonju-ai kʉmnyøne yøtølssal-imnita.*
10. *sonnim han yølppun osimnita.*
11. *ilkopsie tatʉl osikejjiyo.*

Conversation 7

Record 13B, after 1st spiral.

1. *tampä øpsʉmnita.*
2. *tampä kkapsʉn iwøn-imnita.*
3. *søngnyang-hako tampä ilwøn ojøn-imnita.*

UNIT 7

GETTING CLEANED UP

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then do the *Hints on Pronunciation*; and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Adams asks the hotel clerk how to get to the barber shop.[1]

ENGLISH EQUIVALENTS	*AIDS TO LISTENING*
Record 14A, beginning.	
	Adams
barber shop	*ipalso*
Where's there a barber shop here?	*yøki ipalso øte ijjiyo?*
	Clerk
by *or* next to	*yøphe*
There's one right by the hotel.	*yøkwan palo-yøphe issumnita.*

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[1] Record has 'some questions'.

(in the barber shop)

	Barber
Have a seat here.	*ili anjusipsiyo.*
barbering *or* haircut	*ipal*
You want a haircut, don't you?	*ipal-hasijiyo?*
	Adams
do for [me]	*hă-jusipsiyo*
Yes, give me a haircut.	*ye, ipal-jom hă-jusipsiyo.*
shave	*myønto*
And give me a shave, too, please.	*kuløko, myøntoto jom hă-jusiyo.*
	Barber
hair *or* head	*møli*
how about washing	*kamusilkkayo?*
Okay, and how about a shampoo, too?	*ye. mølito kamusilkkayo?*
as for in the[1] price	*kapsenun*
effect	*sangkwan*
It doesn't make any difference in the price.	*kapsenun sangkwan øpsumnita.*
	Adams
Is that so?	*kulăyo?*
today	*onul*
since [I]'m busy	*pappuni*

---

[1] Not on record.

now *or* at this point	*kuman*
put [it] away [1]	*tusiyo*
But I'm busy today,[2] so never mind.	*kuløjhi-man, onulun-jom pappuni, kuman tusiyo.*

(later, Kim visits Adams in his room)

	Kim
tonight *or* this evening	*onulppame*
how about doing [2]	*hasilkkayo* [2]
What shall we do tonight?	*onulppame mwøt-hasilkkayo?*
	Adams
in [2] particular *or* special	*pyøllo*
things to do	*halkkøt*
since there aren't any	*øpsuni*
anything	*mwøtunji*
I've got nothing special to do, so anything goes.	*pyøllo halkkøt øpsuni, mwøtunji hajiyo.*
	Kim
Record 14B, beginning.	
this and that	*ikøt jøkøt*
may [I] offer guidance	*annä-hä-tulilkkayo?*
Then, suppose I show you around.	*kuløm, jeka ikøt jøkøt annä-hä-tulilkkayo?*
	Adams
if [you] do for [me]	*hä-jusimyøn*

---

[1] Record has 'stop'.

[2] Not on record.

Sure, that'd be swell.	*kuløkhe hä-jusimyøn, jham komapkessumnita.*
preparation	*junpi*
Then I'll get ready now.	*kuløm, jikum junpi-hakessumnita.*

Kim

in the meantime	*kutongan*
newspaper	*sinmun*
will read	*ikkessumnita*
Take your time. I'll just read the newspaper.	*jhønjhøni hasipsiyo. kutongan, sinmun ikkessumnita.*

(Adams calls the porter)

Adams

bathing room	*mokyok-thang*
Where's the bath-room here?	*yøki mokyok-thang øte isso?*

Porter

It's downstairs.	*ale-jhunge issumnita.*
washing face and hands	*sesu*
if [you] intend to do	*hasillyømyøn*
wash-room	*sesusil*
But if you just want to brush up, the wash-room is next to the toilet.	*kuløjhi-man, sesu-man hasillyømyøn, sesusilun pyønsoyøphe issumnita.*

Adams

possibility of bathing	*mokyok-halssu*
Well, can I take a bath now?	*jikum, mokyok-halssu isso?*

	Porter
soap	*pinu*
towel	*sukøn*
[I] bring [you]	*katta-tulijiyo*
I'll give you soap and a towel.	*ye. pinu-hako sukøn katta-tulijiyo.*
	(Adams is taking a bath)
	Porter
Is the water hot?	*muli tøupsumnikka?*
	Adams
is not hot	*tøupji ansso*
No, it's not especially hot.	*an-iyo, pyøllo tøupji ansso.*
hot	*tøun*
please put in	*nøsiyo*
Please put in a little more hot water.	*tøn [1]-mul-jom tø nøsiyo.*
	Porter
Record 15A, beginning.	
How's that?	*øttøssumnikka.*
	Adams
exactly	*kkok*
[it] fits	*almasso*
That's just right.	*ye. kkok-almasso.*

---

[1] = *tøun.*

(Adams is back in his room)

Adams

(to the porter)

shoes	*kutu*
will [you] shine for [me]?	*takkø-jukesso?*
Will you please shine these shoes?	*i-kutu-jom takkø-jukesso?*

Porter

Yes, I'll do that.	*ye. kuløkessumnita.*[1]

Adams

suit (of clothes)	*yangpok*
possibility of pressing	*tälilssu*
will there be?	*ikkesso?*
Oh, and can you press this suit, too?	*kuløko, i-yangpokto-jom tälilssu ikkesso?*

Porter

Yes, sure! ('[I'll] certainly do that.')	*ye, kuløkhu-malkuyo.*

(later, Adams and Kim are talking)

Adams

brush teeth and . . .[2]	*yangjhi-hako*
comb and . . .[3]	*pikko*
will come back	*naokessumnita*
I'll be back after I brush my teeth and comb my hair.	*yangjhi-jom hako, møli-jom pikko, naokessumnita.*

(later)

---

[1] = *kuløkhessumnita.*

[2] Record has 'brushing teeth'.

[3] Record has 'combing'.

	Adams
clothes	*ol*
change and . . .[1]	*k ø-ipko*
go out	*nakajiyo*
Oh, I'd better change my clothes before we go out.	*jham. otto-jom kala[2] -ipko nakajiyo.*

Before you go through the *Basic Sentences* a second time, read the following:

2. Hints on Pronunciation

When two consonants of the series *p, t, j, k* come next to each other or *s*, both consonants in the group are completely *without* following breath, but are usually pronounced with less explosive quality than the double *pp, tt, jj, kk, ss:*

PRACTICE 1

Record 15A, after 1st spiral.

øpsumnita	'there isn't'	*jhupjiyo*	'is cold'
mäkju	'beer'	*sukpakpu*	'register'
jhupko	'is cold and . . .'		

Check up on your ability to make the difference between the *simple* and the *double* consonants:

PRACTICE 2

Record 15A, after 2nd spiral.

pang	'room'	*haloppame*	'per day'

[1] Record has 'changing'.

[2] = *kalø.*

PRACTICE 3

tøupsumnita	'is warm'
ttukøpsumnita	'is hot'

PRACTICE 4

Record 15A, after 4th spiral.

junpi	'preparation'
køjjiyo	'[let's] walk'

PRACTICE 5

Record 15A, after 5th spiral.

kot	'place' *or* 'soon'
kkok	'exactly'

Check up on your *s* and *ss:*

PRACTICE 6

Record 15A, after 6th spiral.

sang	'table'
**ssang*	'pair'
isimnita	'is *or* are'
issumnita	'there is *or* are'

When the *simple* consonants come at the end of a word, they are usually pronounced *without* the slight puff of breath which they have at the beginning of a word. Compare this with a common pronunciation of the final sounds of English words like *pa*p *pa*t *pa*ck.

(the consonant *j* in Korean does not occur at the end of a word)

PRACTICE 7

Record 15A, after 7th spiral.

*pa*p	'rice *or* food'
*kø*t	'thing'
*aju*k	'still *or* yet'

SECTION B—WORD STUDY

1. **Word Study** (Individual Study)

1. *An informal sentence-final ending*

In the *Basic Sentences* of this and preceding units we have seen the following sentences:

A

yøki mokyok-thang øte **issoʔ**	'Where's the bathroom here?'
*kkok-***almasso.**	'It's just right.'
pyøllo tøupji **ansso.**	'It's not especially hot.'
*ppilu-tuøpyøng-man katta-***jusiyo.**	'Bring us a couple of bottles of beer.'
tøn-mul-jom tø **nøsiyo.**	'Please put in a little more hot water.'

B

*i-kutu-jom takkø-***jukessoʔ**	'Can you shine these shoes for me?'
i-yangpok-jom tälilssu **ikkessoʔ**	'Can you press this suit for me?'

Tabulating the words in heavy type above, we have:

Column I		*Column II*
		Group I
(salam)-i- . . .	'be (a person)'	*(salam)-iyo*
swi- . . .	'rest'	*swiyo*
ssu- . . .	'use'	*ssuo*
kulø- . . .	'be like that'	*kuløo*
ju- . . .	'give'	*juo*
japsu- . . . (f.)	'eat'	*japsuo*

o-	'come'	*oo*
ka- . . .	'go'	*kao*
ju-si- . . . (f.)	'give'	*jusiyo*
nø-si- . . . (f.)	'put in'	*nøsiyo*

Group II

al- . . .	'know'	*ao*
yøl- . . .	'open'	*yøo*
tul- . . .	'lift up'	*tuo*
køl- . . .	'hang up'	*køo*

Group III

tøup- . . .	'be warm'	*tøupso*
møk- . . .	'eat'	*møkso*
pis- . . .	'comb'	*pisso*
ju-kes- . . .	'give (fut.)'	*jukesso*
ik-kes- . . .	'exist (fut.)'	*ikkesso*

Group IV

øps- . . .	'not be'	*øpso*
siph- . . .	'be desirable'	*sipso*
iss- . . .	'exist'	*isso*

Group V

ilk- . . .	'read'	*ikso*

Group VI

alø-tut- . . .	'understand'	*alø-tusso*
anj- . . .	'sit'	*ansso*
almaj- . . .	'fit'	*almasso*
anh- . . .	'not be'	*ansso*
olh- . . .	'be true'	*olsso*
*køl**- . . .	'walk'	*køsso*

If you compare the forms in Column I with those in Column II, you see that:

1. In Group I, after vowels, the forms have an ending *-o* except after the vowel *i* (*swi-* . . .), where the ending is *-yo*;

Note 1: The stem-final vowels *i* and *u*, preceded by one or more syllables (*salam-i-* . . ., *japsu-* . . .), change in fast speech. The vowel *i* is dropped (*salam-iyo* becomes *salam-yo*), and *u* is replaced by *w* (*japsuo* becomes *japswo*).

Note 2: We have already noted that the copula stem *i-* . . . is dropped regularly after noun stems ending in a vowel (*nukuyo* 'who is it?').

2. In Group II, the stems in *l* drop the *l*, and have the ending *o* (*-yo* after *i*), as do the vowel-final stems in Group I;

3. In Group III, stems ending in *p*, *k*, or *s* have the ending *-so*, and make no change before it;

4. In Group IV, stems ending in the consonant groups *ph*, *th*, *jh*, *kh* or *ps* or *ss*, lose the *h* or *s*, before the ending *-so*;

Note: After the loss of the *h* or *s*, a remaining *t* or *j* changes to *s* (*ts*, *th*, etc. all become *ss*).

5. In Group V, stems ending in *-lk-* drop the *l*, before consonant-initial endings (*s* as with *-so*) (or *j* as with *-jiyo*).

Note: iksumnita, ikjiyo.

6. In Group VI, stems ending in simple *t*, *j*, or *h*, or

groups of *n* or *l* plus *h*, change the final *t*, *j* or *h* to *s*, before the *-so* ending;

Note 1: The stem *køl*ᵒ- . . . 'walk' changes the *l*ᵒ to *s* before the *-so* ending. Remember *køjjiyo*.

Note 2: The ending *-o/-yo/-so* (like *-jiyo*) is added not only to *simple* verb stems (*o-* . . .; *toup-* . . ., etc.), but also to *future* verb stems (*o-kes-* . . ., *toup-kes-* . . ., *ju-kes-* . . ., etc.), and to formalized verb stems (*ju-si-* . . ., *nø-si-* . . ., etc.).

If you look again at the example sentences above, you see that (like *-jiyo*), the *-o/-yo/-so* ending may be used in either a *statement* or a *question*. In questions, however, unlike *-mnikka/-summnikka*, only the (¿) and the (?) follow *-o/-yo/-so*. Like *-jiyo*, it may also be used in a *request* (where it is usually added to a *formalized* (*-si-*) stem).

Like *-mnita/-summnita* and *-jiyo*, the *-o/-yo/-so* ending is also a *sentence-final* ending.

Like the other sentence-final endings, *-o/-yo/-so* also indicates a level of formality (the relation between the speaker and the person spoken *to*). The relation indicated by *-mnita/-summnita* is *formal*. That indicated by *-jiyo* is somewhat less formal and softens statements or questions. The relation indicated by *-o/-yo/-so* is considerably *less formal*. Forms with this ending may be used among friends and to personal servants, and waiters, barbers, etc. It's not considered in good taste to use these forms with people you've just met, or to strangers, store-clerks, policemen, porters, etc.

Note: Because of the somewhat lower formality level of the *-o/-yo/-so* ending, it is not added to *formal* stems such as *japsu-* . . ., in requests.

Additional examples of *-o/-yo/-so:*

*annyøng-**hasiyo?***	'How do you do?'
*nan mikuk-salam-**iyo.***	'I'm an American.'
*jikum hakkyosø **kaluchhiyo.***	'He teaches school now.'
*jhan-ppilu **øpso?***	'Don't you have any cold beer?'
*kukøt jham **josso.***	'That's very good.'
*yøkinun ilkika **øttossø?***	'How's the weather here?'
*na ajhume jom iljjuk ilønaya-**hakesso.***	'I have to get up pretty early in the morning.'

2. *A non-sentence-final ending ("and")*

We have seen the following sentences:

*khun-ainun yølssal-**iko**, jøkun-ainun yøtølssal-imnita.*
'The older child**'s** ten, **and** the younger one's eight years old.'

*jhäk-sangto hana **ikko**, ujato tul issumnita.*
'There**'s** one desk, **and** two chairs, too.'

*hanpunun wønsane **kesiko**, hanpunun jikum jungkuksø jangsa-hasimnita.*
'One **is** in Wonsan, **and** the other is doing business in China now.'

*kyøulen jham **jhupko**, nunto mani omnita.*
'It**'s** very **cold** in winter, **and** it snows a lot, too.'

*kuløm pul **kkuko**, ale-jhungulo nälyø-kasijiyo.*
'Suppose we **turn off** the lights **and** go downstairs.'

*yangjhi-jom **hako**, møli-jom **pikko**, naokessumnita.*
'I'll be back **after** I **brush** my teeth **and comb** my hair.'

*otto jom **kalø-ipko**, nakajiyo.*
'I'd better **change** my clothes **before** we go out.'

*nan mwøt-jom **møkko** siphumnita.*
'I'd like something to eat.' ('As for me, **eating** a little something is desirable.')

Taking the forms in heavy type in the sentences above and setting them up with other similar forms, we have:

Column I			*Column II*
		Group I	
i- . . .	'be'	*iko*	'be and . . .'
kku- . . .	'turn off (lights)'	*kkuko*	'turn off (lights) and . . .'
		Group II	
tul- . . .	'go in'	*tulko*	'go in and . . .'
køl- . . .	'hang up'	*kølko*	'hang up and . . .'
		Group III	
kalø-ip- . . .	'change clothes'	*kalø-ipko*	'change clothes and . . .'
jøk- . . .	'be small'	*jøkko*	'be small and . . .'

		Group IV	
øps- . . .	'not exist'	*øpko*	'not exist and . . .; without'
siph- . . .	'be desirable'	*sipko*	'be desirable and . . .'
		Group V	
ilk- . . .	'read'	*ikko*	'read and . . .'
		Group VI	
almah- . . .	'fit'	*almakkho*	'fit and . . .'
kuløh- . . .	'be like that'	*kuløkkho*	'be like that and . . .'
anh- . . .	'not be'	*ankho*	'not be and . . .'
olh- . . .	'be true'	*olkho*	'be true and . . .'
		Group VII	
alø-tul- . . .	'understand'	*alø-tukko*	'understand'
anj- . . .	'sit'	*ankko*	'sit and . . .'
pis- . . .	'comb (hair)'	*pikko*	'comb and . . .'
*køl**- . . .	'walk'	*køkko*	'walk and . . .'
		Group VIII	
iss- . . .	'exist'	*ikko*	'exist and . . .'
		Group IX	
kam- . . .	'wash (hair)'	*kamkko*	'wash (hair) and . . .'

Comparing Column I with Column II, we see that (as with the future ending *-kes-*):

1. In Groups I, II, and III there is no change of the ve[illegible] stem (ending in vowel, *l*, *p*, or *k*), before the ending *-ko*;

2. In Group IV, the stem-final groups *ps* and *ph*, lose [illegible] *s* and *h* before the ending;

3. In Group V, the stem-final group *lk* loses the *l* before the ending;

Note: The form *ilkko*, with the *l* retained, however, is not uncommon (also before future (*-kes-*): *ikkes-* . . . or *ilkkes-* . . .).

4. In Group VI, stem-final *h*, *lh* or *nh* shift the *h* to the other side of the *-k* of the ending (*-hk-*, *-lhk-*, *-nhk-*, become *-kh-*, *-lkh-*, *-nkh-*);

Note: The stem *kuløh-* . . . has a parallel form *kulø-* . . ., so that *kuløko* is also common.

5. In Group VII, stem-final *t*, *j*, *s*, and *l** change to *k* before the ending;

6. In Group VIII, stem-final *ss* loses the second *s* and changes the first *s* to *k* before the ending;

7. In Group IX, after stem-final *m*, the *k* of the ending doubles (*-ko* becomes *-kko*).

If you look again at the sentences above, you will see that the verb forms with the ending *-ko* appear, not at the *end* of the sentences, but in the *middle*, and are followed by a *comma*.

We see then that the ending *-ko* is a *non-sentence-final* ending, that is, does *not* occur at the end of a sentence, as do the sentence-final endings *-mnita*, *-jiyo*, *-so*, etc.

Clauses (such as *jhāk-sangto hana* **ikko**, . . ., *kuløm pul* **kkuko**, . . ., etc.), which end in verb forms with *non*-sentence-final endings (like *-ko*) do not stand alone. We shall call such clauses *dependent* clauses.

Clauses (such as *ujato tul issumnita*, *ale-jhungulo nälyø-kasijiyo*, etc.), which end in verb forms with sentence-final endings (like *-mnita*, *-jiyo*, *-so*, etc.) may stand alone (*ujato tul issumnita.*) or may be preceded by one (*jhāk-sangto hana ikko*, . . .) or more dependent clauses. We shall call such clauses *independent* clauses.

Dependent clauses always *precede* independent clauses:

jhāk-sangto hana ikko (dependent), *ujato tul issumnita* (independent).

Any dependent clause may be used independently, as a complete sentence, by substituting a sentence-final for a non-sentence-final ending (*-umnita* for *-ko*):

jhāk-sangto hana issumnita. for *jhāk-sangto hana ikko*, . . .

Two independent clauses or sentences, can be made into a single sentence by substituting (in the *first* one) the non-sentence-final *-ko* for a sentence-final ending (alone or preceded by other verb endings). You remember that *-ko* is added directly to the *simple* verb stem:

1. *pap-møkkessumnita.*	'I'll eat.'
2. *kakessumnita.*	'I'll go.'
*pap-møk***ko***, kakessumnita.*	'I'll eat **and** I'll go.'
1. *nan sikhakosø samnita.*	'*I* live in Chicago.'
2. *nä-tongsängun phyøngyangsø samnita.*	'My younger brother lives in Phyøngyang.'
*nan sikhakosø sal***ko***, nä-tongsängun phyøngyangsø samnita.*	'I live in Chicago **and** my younger brother lives in Phyøngyang.'

We see that the *-ko* ending, connecting two or more clauses, usually corresponds to English "and". We have, however, seen one sentence above, the last one, where this does not hold:

nan mwøt-jom møkko siphumnita.	'I'd like something to eat ('as for me eating a little something is desirable').

Here we see that:

1. *møkko* is *not* followed by a comma;
2. The meaning is not "eat and . . ." but simply "eating". Other examples are:

kako siphumnita.	'I'd like to go (going is desirable').
hako siphumnita.	'I'd like to do [it] ('doing [it] is desirable').
na ku-yøkwane tulko siphumnita.	'I'd like to live in that hotel ('I in that hotel going in is desirable').

We see that the *-ko* form of the verb is used here just as a noun would be before a verb. Such forms, based on verbs, but used like nouns, we shall call *gerunds*, and we shall speak of the *-ko* gerund.

Here are additional examples of sentences with *-ko* gerunds:

1. *nanun mikuksø* **oko**, *ku-salamun jungkuksø wassumnita.*
   'I come from America, and he comes from China.'

2. *nan josøn-yøkwane* ***tulko****, uli-jhinkun kim-yønghosonsäng-täke isso.*
'I'm living at the Hotel Korea and my friend's living at Kim Yøngho's house.'

3. *ipalsonun yøkwan palun-jjoke* ***ikko****, umsikjømun ön-jjoke isso.*
'The barber shop's on the right side of the hotel, and the restaurant's on the left side.'

4. *ipal-hako, myøntoto* ***hako****, mølito jom kamusilkkayo?*
'Do you want a haircut, shave and shampoo?'

5. *pyønson i-poktc-män-kkuthe* ***ikko****, mokyok-thangun ale-jhunge issumnita.*
'The toilet's at the very end of this hall, and the bathroom's downstairs.'

3. *The "zero" noun ending*

We have already spoken of a "zero" noun ending as an alternate of the *-ul/-l(ul)* "object" ending. We see below additional sentences which we have met containing forms with this "zero" ending:

	A
1. *onulppame* ***mwøt*** *hasilkkayo.*	'What shall we do tonight?'
2. *jhan-****køt*** *jom halkkayo?*	'Shall we have something cold?'
	B
3. ***ikøt*** *mwøs-imnikka.*	'What's this?'
4. *yøki* ***ipalso*** *øte ijjiyo?*	'Where's there a barber shop here?'
	C
5. ***mwøsul*** *japsusikessumnikka.*	'What'll you have to eat?'
6. ***ikøsul*** *josøn-mallo mwølako hamnita.*	'What do you call *this* in Korean?'
	D
7. ***ønukøsi*** *jokhessumnikka.*	'*Which'd* you rather have?'
8. ***ppiluka*** *issumnita.*	'We have *beer*.'

If you compare B with A above, you will see that not only "object" forms (*mwøt, jhan-køt*) as in A, but also "performer" forms (*ikøt, ipalso*) as in B may have "zero" ending.

In C and D you see corresponding "object" forms (*mwøsul, ikøsul*) and "performer" forms (*ønukøsi, ppiluka*) with endings *-ul*/*-l*(*ul*) and *-i*/*-ka*.

If you compare "object" form **mwøsul** in 5 with **mwøt** in 1 or "performer" form **ikøt** in 3 with **ønukøsi** in 7, you will see that the stem of the forms with zero ending is different from the stem with other endings (or before the copula: ***mwøs**-imnikka*).

Tabulating the forms with zero ending, we have:

Column I		*Column II*
		Group I
ipalso-	'barber shop'	*ipalso*
pap-	'rice'	*pap*
		Group II
mwøs-	'what'	*mwøt*
ikøs-	'this thing'	*ikøt*
tasøs-	'five'	*tasøt*
yøsøs-	'six'	*yøsøt*
os-	'clothes'	*ot*
		Group III
kaps-	'price'	*kap*
		Group IV
yøph-	'side'	*yøp*
kkuth-	'end'	*kkut*

Group V

mejh-	'how much'	*met*

Comparing Column I with Column II, we see that:

1. In Group I, stems ending in a vowel or in any simple consonant except *s*, make no change before the zero-ending;
2. In Group II, stems ending in *s*, change the *s* to *t* before the zero ending;
3. In Group III, stems ending in *ps* or *ks* drop the *s* before the zero ending;
4. In Group IV, stems ending in *ph* or *th* drop the *h* before the zero ending;
5. In Group V, stems in *jh* also drop the *h*, and then change the *j* to *t* before the zero ending.

If you look again at the English equivalents of the Korean words in heavy type in the sentences in C and D above, you will see that they are italicized, that is, they are emphasized in English. The addition of the *-i/-ka* or *-ul/-l(ul)* endings to nouns in Korean frequently shows that they have more ***emphasis*** than the nouns with the zero ending. The emphasized forms are often ***definite***, as opposed to the indefiniteness of the nouns with the zero ending (*mwøsul* 'what' as opposed to *mwøt* 'something').

4. *Noun-verb phrases with* **ha**- . . . *'do, make, etc.'*

You have already seen expressions based on the following noun-verb stem phrases:

malssum-hasi- . . . (f.)	'speak'
josøn-mal-ha- . . .	'speak Korean'
yøngø-ha- . . .	'speak English'
annyøng-hasi- . . . (f.)	'be well' [illegible]ke peacefulness')
siwøn-ha- . . .	'be refreshing'
joyong-ha- . . .	'be quiet'
junpi-ha- . . .	'get ready'
mokyok-ha- . . .	'take a bath'
yangjhi-ha- . . .	'brush the teeth'
jangsa-ha- . . .	'do business (trade)'
nøngnøk-ha- . . .	'be enough'
ipal-ha- . . .	'get a haircut'
myønto-ha- . . .	'get a shave'
il-ha- . . .	'work'
wøn-ha- . . .	'want'
kyølon-ha- . . .	'get married'

You see that the first word in each of the above expressions is a ***noun***. Together with the following verb-stem *ha-* . . . these nouns form units whose English equivalents are frequently simple *verbs*. Thus: *mal* 'words, speech' plus *hamnita* means 'makes speech' or 'speaks'; *joyong* 'quietness' plus *hamnita* means 'makes quietness' or 'is quiet.'

Compare this feature of Korean with a similar thing in English (noun plus "make" or "do"): *make believe* (pretend); *make headway* (advance), etc.

2. Covering the English and Korean of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the Korean, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Korean. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? (Individual Study)

1. Complete the following sentences by supplying the *-o/-yo/-so* forms of the verbs in parentheses:

1. a. *yøpo. na ipal-hako myønto jom (hä-jusi- . . .)*
   b. *ku-salami ätamssu-hyøng-(i- . . .)?*
   c. *nä-yangpok-jom (katta-jukes- . . .)?*
   d. *jikum messi-(i- . . .)?*
   e. *jipi nømø tøunte, tuljhangul jom (yøl- . . .).*
   f. *jikum ku-salam pap (møk- . . .)?*
   g. *ku-salam jikum muøl (ha- . . .)?*
   h. *nali jham (jhup- . . .).*
   i. *ku-salam nan jal (molu- . . .).*
   j. *jikum ätamssu-sønsäng-kutu jom (takkø-jukes- . . .)*

2. Complete the following conversation by supplying the corresponding formal (*-mnita*, etc.) or informal (*-o/-yo/-so*) forms of the verbs in parentheses:

Adams is talking to the hotel porter:

P. *jø ätamssu-sønsäng sonnim (osøs- . . .).*
A. *kim-sønsäng (osøs- . . .).*
P. *an-iyo. jungkuk-salam hanpuni (osøs- . . .).*
A. *ye. kuløm nä kot (nälyø-ka- . . .).*
jham onulppam nali (huli- . . .)?
P. *an-iyo. nali jham (joh- . . .).*
A. *kuløm, wä iløkhe (tøup- . . .)?*
P. *ama sonäki jom ol-moyang-ijiyo.*

3. Join the following pairs of sentences with *-ko* to form single sentences:

a. *pangi khumnita. jossumnita.*
b. *khun-pang-hana u-jhunge issumnita. jøkun-pang hana ale-jhunge issumnita.*
c. *nali jham jossumnita. tto siwøn-hamnita.*
d. *ku-salam apønimun mikuke kesimnita. ku-salam-tongsängto mikuk issumnita.*
e. *nan yøkisø samnita. ku-salamun jøkisø samnita.*
f. *ikøn nä-pang-imnita. jø-køsun ätamssu-pang-imnita.*
g. *mokyok-hamnita. yangjhi-hamnita. kakessumnita.*
h. *nan mikuk-salam-imnita. ku-salamun jungkuk-salam-imnita.*
i. *yøkwanesø sinmunul iksumnita. yøkwanesø kassumnita.*
j. *nui-tongsängi hana issumnita. hyøngnimun øpsumnita.*
k. *mokyok-hakessumnita. ot kalø-ipkessumnita.*

4. Complete the following sentences with the corresponding forms based on the noun stems in parentheses:

a. *ku-salam uli-yøkwan-(salam-)imnita.*
b. *(ikøs-) ätamssu-sønsäng jom katta-tulijiyo.*
c. *i-(os-)ul ipko, kasilkkayo?*
d. *i-yøkwane pangi jønpu ta kap-häsø (mejh-)i issumnikka?*

e. *(ppilu-)nun øpsumnita-man, (sul-)un, manssumnita.*
f. *jøn (sul-) møksumnita.*
g. *uli-jhinku(hansalam-)i onulppame omnita.*
h. *yøkin (ipalkkaps-)i ølmayo?*
i. *yøkwanun palo-jøngkøjang (yøph-)-imnita.*
j. *yøkika søul män-(kkuth-)-imnita.*

Give the zero-ending forms of all the nouns in parentheses above.

5. Have your Guide or one of the group read the following paragraph. Then answer the *questions* listed below it:

ätamssuka ipal-halyø ipalsoe kassumnita. ipalsonun yøkwan-kunjhøe innunte, phøk khun-ipalso-imnita. yøkisø ipallo hako, myøntolo hako, mølito kamkko, jipe wassumnita. ätamssu-jhinku, josøn-salam, kim-yønghosønsängi pame yøkwane wassumnita.

1. *ätamssu myønto-halyø øle kassumnikka?*
2. *ipalso-kunjhøenun muøsi issumnikka?*
3. *ätamssu ipalsoesø muøt-hässumnikka?*
4. *ku-ipalso khumnikka?*
5. *pame nukuka yøkwane wassumnikka?*

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Korean for each of the exercises in the preceding section. Then give the English equivalents of all the expressions in the exercise. The Group Leader will direct your work.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Korean for each English expression, without having to read it from the book. The Group Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Korean immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, with your book open, then take parts and carry on the conversation.

1. *Adams gets some information from the bell-boy.*

Record 15B, beginning.

Adams — *yøki ipalsoka øte ijjiyo?*
ppoi — ***palo i-kunjhøe issumnita.***
ön-jjokulo kojjang kasipsiyo.
Adams — *ku-jipesø ipal jal hamnikka?*
ppoi — *ye. jal hamnita*
Adams — *kulønte, yøkisøn ipalkkapsi ølmajiyo?*
ppoi — *ilwøn-imnita.*

2. *Adams goes to a barber-shop.*

Record 15B, after 1st spiral.

ipalsa[1] — *øsø osipsiyo. ili anjusipsiyo. ipal hasijiyo?*
Adams — *ye. onul-jom pappuni, ppalli-jom hä-jusiyo.*
ipalsa — *ye. kuløjhi-man, myønton hasijiyo?*
Adams — *ye.*
ipalsa — *kuløko, mølito kamusilkkayo?*
kapsenun sangkwan øpsumnita.
Adams — *kuläyo? kuløjhi-man, onul-jom pappuni, kuman tusiyo.*

3. *Later, Kim visits Adams at his hotel.*

Record 15B, after 2nd spiral.

kim — *annyøng-hasimnikka.*
Adams — *ye. annyøng-hasimnikka. øsø tuløosipsiyo.*
jham, onul-nali tøupsumnita.
kim — *ye. jham tøupsumnita.*
kulønte, onulppamen mwøt-hasikessumnikka.
Adams — *pyøllo halkkø: øpsumnita.*
kim — *kuløm, jeka ikøt jøkøt annä-hä-tulilkkayo?*

[1] 'barber'

Adams — *ye. kuløkhe hä-jusimyøn, jham komapkessumnita.*
kuløm, jikum junpi-hakessumnita.
kim — *jhønjhøni hasipsiyo.*
Adams — *yøki onul-sinmun issumnita.*
kim — *ye. jhønjhøni hasipsiyo. ku-tongan sinmun ikkessumnita.*

4. *Adams calls the porter.*

Record 153, after 3rd spiral.

Adams — *yøki mokyok-thang ijjiyo?*
simpulumkkun — *ye. ale-jhunge issumnita.*
Adams — *jikum mokyok-halssu ijjiyo?*
simpulumkkun — *ye. kuløkhu-malkuyo.*
(Adams starts bathing; porter asks if the water is hot enough)
simpulumkkun — *muli tøupsumnikka?*
Adams — *an-iyo. tøn-mul-jom tø nøsiyo.*
simpulumkkun — *ye. øttøssumnikka.*
Adams — *kkok-almasso.*
(later, Adams calls the porter in his room)
Adams — *i-yangpok-jom tälilssu ikkesso?*
simpulumkkun — *ye. jeka tälyø-tulijiyo.*[1]
Adams — *jham. kuløko, i-kutu-jom takkø-jukesso?*
simpulumkkun — *ye. kuløkessumnita.*
Adams — *jø, sesu hasillyømyøn, hasijiyo?*
kim — *jham. sesu-jom-hako-kalkkayo?*
yøki sesusilun øte ijjiyo?
Adams — *i-pokto-män-kkuthe pyønso-yøphe issumnita.*

SECTION E—CONVERSATION

1. Covering the Korean of Basic Sentences (Individual Study)

Cover the Korean of the *Basic Sentences* and practice saying the Korean equivalents of the English expressions.

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[1] [I'll] press for [you].

2. Vocabulary Check-Up

Give the Korean expressions for the English equivalents in the *Basic Sentences* as the Group Leader calls for them.

3. Conversation

As you have done in the *conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. In the morning, you go down to the hotel office and you exchange the proper greetings with the clerk. You tell him that you want something to eat, and that you are going to the restaurant.

2. In the restaurant, you order a meal: rice, meat, tea. After you eat, you ask how much and pay. Then you tell the waiter that you'd like to get a haircut and ask him where there's a good barber. He gives you directions.

3. You ask the barber to give you a haircut and a shave. The barber asks if you want a shampoo, too. He explains that there's no difference in the price. You say that you're too busy, and ask him to do a quick job.

4. In the hotel, you meet Kim. You and Kim decide to go out, and Kim is going to show you around since you have nothing special to do in the evening. Then you say that you want to get ready; Kim says he'll read a newspaper in the meantime. He tells you to take your time.

5. You ask the porter where you can get cleaned up. He tells you where the wash-room is (if you just want to brush up) and where the bath-room is. Before you take your bath you ask the porter to shine your shoes and press your suit. The porter gives you soap and towel. He asks you if the water is hot enough.

6. You come back to your room, and tell Kim you'll be ready to go as soon as you've brushed your teeth and combed your hair. You say that you'd like something to eat before you go out.

almaj- . . .	fit, be just right
kkok-almasso.	[It]'s just right.
anh- . . .	not be
tøupji ansso.	[It]'s not hot.
annä-	guidance
annä-ha- . . .	guide
annä-hä-tuli- . . .	guide (someone) ('offer guidance')
annä-hä-tulilkkayo?	How about [my] showing [you] around?
hä-jusi- . . .	do for (someone)
hä-jusimyøn	if [you] do for (someone)
ha- . . .	do
halkkøt	things to do
hasillyømyøn	if [you] intend to do
sesu-man hasillyømyøn	if [you] just want to brush up . . .
ilk- . . .	read
ikkessumnita or *ilkessumnita*	[I]'ll read
ikøt jøkøt	this and that
ipal	barbering *or* haircut
ipal-ha- . . .	get a haircut
ipalso	barber-shop
ipalsa	barber
junpi	preparation
junpi-ha- . . .	get ready

kalø-ip- . . .	change (clothes)
otto jom kalø-ipko nakajiyo.	[I]'ll change my clothes before [we] go out, too.
kam- . . .	wash, shampoo
kamusilkkayo?	how about washing
katta-tuli- . . .	bring to (someone)
katta-tulijiyo	[I]'ll bring [you]
kkok	exactly
kkok-almasso.	[It]'s just right.
kuløh- . . .	be like that
kuløkhu-malkuyo	That's right! *or* Yes, sure!
kuman	now *or* at this point
kuman tusiyo!	Never mind! ('Put [it] away now!')
kutongan	in the meantime
kutu	shoes
mokyok	bathing
mokyok-ha- . . .	bathe
mokyok-halssu iss- . . .	can take a bath
mokyok-thang	bathing room
møli	hair *or* head
mølipis- . . .	comb hair
mwøtunji	anything
myønto	shave
myønto-ha- . . .	get a shave
myønto-hä-jusi- . . .	give (someone) a shave

naka- . . .	go out
nao- . . .	come out
nø- . . . (nøh- . . .)	put in
onul	today
onulpam	tonight
øps- . . .	not exist
øpsuni	since there aren't [any]
ot	clothes
pappu- . . .	be busy
pappuni	since [I]'m busy . . .
pis- . . .	comb
mølipis- . . .	comb hair
møli-jom pikko, naokessumnita.	[I]'ll be back after [I]'ve combed [my] hair.
pinu	soap
pyøllo	in particular *or* special
pyøllo halkkøt øpsuni, . . .	Since [I] don't have anything special to do, . . .
sangkwan	effect
kapsenun sangkwan øpsumnita.	It doesn't make any difference in the price.
sesu	washing face and hands
sesu-ha- . . .	brush up
sesu-man hasillyømyøn	if (you) just want to brush up . . .
sesusil	wash-room
sinmun	newspaper
sukøn	towel

takkø-ju- . . .	shine for (someone)
i-kutu-jom takkø-jukesso?	will [you] shine these shoes (for me)?
tāli- . . .	press
tālilssu	possibility of pressing
i-yangpokto jom tālilssu ikkesso?	Can you press my suit?
tøup- . . .	be warm *or* be hot
tøun	warm *or* hot
tøun-mul	hot water
tøupji	fact of being hot
tøupji ansso	[it] isn't hot
tu- . . .	put down, away
kuman tusiyo!	Never mind! ('Put [it] away now!')
yangjhi	teeth
yangjhi-ha- . . .	brush teeth
yangjhi-hako	brush teeth and . . .
yangpok	suit (of clothes)
yøph-	side *or* flank
yøphe	by *or* next to
pyønso-yøphe	next to the toilet

UNIT 8

GOING OUT TO EAT

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, and then do the *Hints on Pronunciation*; then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Kim visits Adams.

ENGLISH EQUIVALENTS	*AIDS TO LISTENING*
Record 16A, beginning.	
	Kim
Good evening!	*jinji japsusøssumnikka.*
	Adams
Oh, it's you, Mr. Kim. Come right in!	*ye? kim-sønsäng osøssumnikka?* *øsø tulø-osipsiyo.*
	Kim
evening *or* supper	*jønyøk*
By the way, have you eaten supper?	*kulønte, jønyøk japsusøssumnikka?*

	Adams
[I][1] didn't eat	*an-møkøssumnita*
No, I haven't eaten yet.	*an-iyo, ajuk an-møkøssumnita.*
	Kim
together with	*kajhi*
Then how about having supper together?	*kuløm, uli kajhi jønyøk japsulkkayo?*
	Adams
if [we] do	*hamyøn*
Sure, that'd be fine.	*ye, kuløkhe hamyøn, jham jokhessumnita.*
(to) where	*øtel* or *øtelul*
Where shall we go?	*uli øtel kalkkayo?*
	Kim
Western (foreign)	*søyang*
food	*umsik*
Would [you] rather have Korean food [or] Western food?	*søyang-umsikul halkkayo, josøn-umsikul halkkayo?*
	Adams
since [I]'m hungry	*sijang-hani*
anything	*amokøtto*
I'm so hungry anything'll be all right.	*jom sijang-hani, amokøtto jossumnita.*
but *or* even so	*kuläto*
But I guess I'd rather have Korean food.	*kuläto, ama josøn-umsiki jokhejjiyo.*

---

[1] Not on record.

	Kim
since it's far	*møni*
auto *or* taxi	*jatong-jha*
one vehicle	*hantä*
[I'll] call	*pulujiyo*
It's pretty far, so I'll call a taxi.	*kuløm, jom møni, jatong-jha-hantä pulujiyo.*
	Adams
well	*mø*
even if it's far	*møløto*
Well, even if it's a little far, let's walk.	*mø, jom møløto ili kølø-kajiyo.*
	Kim
All right, let's do that then.	*ye, kuløm, kuløkhe hajiyo.*

(in the restaurant)

Record 168, beginning.

	Kim
how about ordering?	*jumun-halkkayo?*
What shall [we] order?	*mwøsul jumun-halkkayo?*
	Adams
since [I] don't know	*moluni*
please order	*sikhisipsiyo*
I don't know how to very well, so you order something good.	*nan jal moluni, johun-køsulo sikhisipsiyo.*

	Kim
regular dinner	*jøngsik*
Bring [us] two regular Korean dinners.	*josøn-jøngsikul tul hä-jusiyo.*
	Waiter
All right.	*ye.*
	Kim
were [you] busy?	*pappusøssumnikka?*
Well, were you busy today?	*kulønte, onul pappusøssumnikka?*
	Adams
Yes, I was pretty busy.	*ye. jom pappøssumnida.*
	(waiter brings dinner.)
	Adams
how about drinking	*masilkkayo?*
Shall we have something to drink?	*uli mwøt-jom masilkkayo?*
	Kim
Sure, let's (do that).	*ye. kuløjiyo.*
	(to the waiter:)
Bring us a couple bottles of wine.	*sul han tu-byøng-man-jom katta-jusiyo.*
	Waiter
Certainly, sir.	*ye. kuløkessumnida.*

	Adams
What do you call this?	*ikø mwølako hamnikka.*
taste	*masi*
It really tastes good.	*masi jham jossumnita.*
	Kim
Korean salad	*kimjhi*
soy-bean sprouts	*khongnamul*
That's Korean salad and this is soy-bean sprouts.	*kukøn kimjhiko, ikøn khongnamul-imnita.*
food eaten with rice	*jhan*
How about some more to eat?	*jinji-hako, jhan-jom-tø hasilkkayo?*
	Adams
No, I've eaten enough.	*an-iyo, mani møkøssumnita.*
	Kim
why is it? [1]	*wäyo?*
Come on, have a little more meat and soup!	*wäyo? kukto jom-tø hasiko, kokito jom-tø hasijiyo?*
	Adams
broiled	*kuun*
bean cakes	*tupu*
Well then, I'll have a little more broiled beef and bean cakes.	*kuløm, kuun-koki-hako, tupu jokom-tø halkkayo.*
Record 17A, beginning	
	Kim
empty	*pin*
Say, please take away these two empty wine bottles.	*yøpo! i-pin-sulppyøng tukä ta näkasiyo.*

[1] Record has 'come on!'

	Waiter
other	*talun*
Do [you] want anything else?	*mwøt talun-køt-iø wøn-hasimnikka.*
	Kim
No.	*an-iyo.*
Well, shall we go now?	*kuløm, uli kuman kalkkayo.*
	Adams
All right (let's do that).	*ye. kuløjiyo.*
	Kim
money	*ton*
will pay	*näkessumnita*
Well, I'll pay the bill.	*jham. tonun näka näkessumnita.*
How much?	*ølmamnikka.*
	Waiter
all together	*jønpu*
[It]'s four *wøn* all together.	*jønpu sawøn-imnita.*
	Adams
tip	*thip*
how about putting down	*nolkkayo*
How much tip should [I] leave?	*thipun ølmana nolkkayo.*

Kim

forty	*sasip*
put down	*nojhiyo*
Oh, leave about forty *jøn.*	*han sasipjøn nojhiyo.*

Before you go through the *Basic Sentences* a second time, read the following:

2. Hints on Pronunciation

The following symbols are used at the end of sentences to indicate the rise and fall of your voice:

(.) (period) indicates that your voice should fall on the last syllable:

PRACTICE 1

Record 16A, after 1st spiral.

jøkøl mwøsimnikka.	'What's this?'
kuke umsikjøm-imnita.	'That's a restaurant.'

(Note that even question sentences that have a period (.) at the end, have a falling intonation. Compare an English sentence like 'How are you.' and *annyøng-hasimnikka.*)

(¿) (inverted question mark) indicates that your voice falls sharply on the syllable before the last, then rises to a high pitch on the last syllable:

PRACTICE 2

Record 17A, after 2nd spiral.

jha-hanjan hasijiyo¿	'[Will you] have a cup of tea?'
kim-sønsäng-isijiyo¿	'[You]'re Mr. Kim, aren't you?'

Remember to keep the level of your voice up on the last syllable of a word before a comma:

PRACTICE 3

Record 17A, after 3rd spiral.

jom sijang-hani, amokøtto jossumnita.	'[I]'m pretty hungry, so anything will be okay.'
nan jal moluni, johun-køsulo sikhisipsiyo.	'I don't know how to very well, so [you]'d better order for me.'

Commas occur not only after dependent clauses, ending in non-sentence-final verb forms, but also between two independent clauses, each part ending in a sentence-final verb. *Alternative questions*, that is, questions which state two possibilities, are made up of two such independent clauses connected by a comma. Note that the first part of an alternative question is frequently held quite long.

Listen to the *Basic Sentences* again for the following alternative question:

søyang-umsikul halkkayo, josøn-umsikul halkkayo?	'Would you rather have Korean food [or] Western food?'

The sound of Korean *h* at the beginning of a word (and followed by *a* or *ä*), is frequently more rasping than the sound of the *h* in English words like "hand":

PRACTICE 4

Record 17A, after 4th spiral.

hässumnita	'did'
hakkyo	'school'
hwalttong-sajin	'movies'

Between vowels, the *h* may sometimes be pronounced so weakly as to practically (or completely) disappear:

PRACTICE 5

Record 17A, after 5th spiral.

*_tăhak_	'university'
*_kaya-hakessumnita_	'[I] must go'
*_johun-køt_	'something good'

Remember that the vowel *ŏ* is made with the lips rounded:

PRACTICE 6

Record 17A, after 6th spiral.

ŏn-jjoke	'on the left'
*_jhŏ_	'Jhŏ' (a family name)
*_ŏkuk_	'foreign country'
*_uŏe_	'unexpectedly'

The sound of *u* in the last syllable of a word is often pronounced quite short, something like the *u* in English *put:*

PRACTICE 7

Record 17A, after 7th spiral.

jumun	'ordering'
*_umul_	'well (water)'

SECTION B—WORD STUDY

1. Word Study (Individual Study)

1. *Attributives based on verbs*

We have already seen the following sentences:

A

***palun**-jjoke issumnita.*	'It's on the **right**.'
***ön**-jjokulo kasipsiyo.*	'Go to the **left**.'
***khun**-atule-sikku set-hako . . .*	'Three in my oldest ('big, **grown**') son's family and . . .'
*mullon **ølin**-ätulun ta hakkyoe tanikejjiyo?*	'Of course your **young** children go to school?'
***khun**-ainun yølssal-iko, **jøkun**-ainun yøtølssal-imnita.*	'The older ('**big**') child's ten and the younger ('**small**') one's eight years old.'
*jikum søul-**kesin**kayo?*	'[She]'s in Søul now, isn't [she]?'
***kuløn**te, mikuk-ilkin øttøjhiyo?*	'By the way ('**being like that**'), how's the climate in America?'
*ikøn nømø **jøkun**teyo.*	'This one's too **small**!'
***tøun**-mul-jom tø nøsiyo.*	'Please put in a little more **hot** water.'
***johun**-køsulo sikhisipsiyo.*	'Please order something **good**.'
***kuun**-koki-hako, tupu jokom-tø halkkayo.*	'I'll have a little more **broiled** beef and bean cakes.'
*yøpo! i-**pin**-sulppyøng tukä ta näkasiyo.*	'Say, please take away these two **empty** wine bottles.'
*mwøt **talun**-køt-tø wøn-hasimnikka.*	'Do [you] want anything **else**?'

B

*josøn-mal-**haljjul** asimnikka?*	'Can [you] speak Korean?'
*jikum il-**haly**ø kassumnita.*	'[He]'s at work now.'
*jø, silkwa-jom **japsulkkayo**?*	'Will [you] have some fruit?'
*ama sonäkika **ol**moyang-imnita.*	'Maybe there might be a shower today.'
*ye. nøngnøk-**hasilkkem**nita.*	'Yes, I'm sure there's ('will be') enough.'
*pyøllo **halkkøt** øpsuni, mwøtunji hajiyo.*	'I've got nothing special to do, so anything goes.'
*jikum, mokyok-**halssu** isso?*	'Well, can I take a bath now?'

Tabulating the forms in heavy type in A and B above with others like them, we have:

Column I		*Column II*	
		Group I	
		A.	B.
øli- . . .	'be young'	*ølin*	*ølil*
palu- . . .	'be right, correct'	*palun*	*palul*
kulø- . . .	'be like that'	*kuløn*	*kuløl*
		Group II	
møl- . . .	'be for'	*møn*	*møl*
tul- . . .	'go in'	*tun*	*tul*

Group III

komap- . . .	'be grateful'	*komaun*	*komaul*
ttukøp- . . .	'be hot'	*ttukøun*	*ttukøul*
jhup- . . .	'be cold'	*jhuun*	*jhuul*
tø(u)p- . . .	'be warm'	*tø(u)un*	*tø(u)ul*
kup- . . .	'broil'	*kuun*	*kuul*

Group IV

alø-tut- . . .	'understand'	*alø-tutun*	*alø-tutul*
anj- . . .	'sit'	*anjun*	*anjul*
jøk- . . .	'be small'	*jøkun*	*jøkul*
pis- . . .	'comb (hair)'	*pisun*	*pisul*
joh- . . .	'be good'	*johun*	*johul*
kam- . . .	'wash (hair)'	*kamun*	*kamul*
køl-* . . .	'walk'	*kølun*	*kølul*
siph- . . .	'be desirable'	*siphun*	*siphul*
manh- . . .	'be many'	*manhun*	*manhul*
olh- . . .	'be true'	*olhun*	*olhul*
ilk- . . .	'read'	*ilkun*	*ilkul*

Comparing Column I with Column II, we see that:

1. in Group I, stems ending in a *vowel* have the endings -*n* and -*l*;
2. in Group II, stems ending in *l* drop the *l* and add -*n* and -*l*;
3. in Group III, stems ending in *p* change the *p* to *u*

and add *-n* and *-l*; in the resulting vowel groups, the second (or third) vowel is often dropped;

4. In Group IV, stems ending in a consonant have the endings *-ʉn* and *-ʉl*.

If you look at the expressions in heavy type in the Korean *sentences* above, you will see that the forms in *-n/-ʉn* are joined either directly or with a hyphen, to the form that follows them. The forms in *-l/-ʉl* are joined directly to the following form. Now compare these forms:

il-hasil	*-pun*	*il-hasilppun*
hal	*-te*	*haltte*
hal	*-jul*	*haljjul*
hal	*-køt*	*halkkøt*
hal	*-su*	*halssu*

Elements (following these *-l/-ʉl* forms) which begin with *p*, *t*, *j*, *k* or *s*, double this initial consonant.

As you see, the combinations of *-n/-ʉn* forms with following nouns are either attributive phrases (*palʉnjjok*) or attributive compounds (*kulinte*). The combinations of *-l/-ʉl* forms with following nouns are always attributive compounds (*halkkøt*). Neither *-n/-ʉn* nor *-l/-ʉl* forms are found outside these combinations.

If you look at the English equivalents of the forms in heavy type in the sentences above, you will find things like "right, left, big, small, empty, hot, young, good, else, etc." and also equivalents such as "grown, broiled, etc." These last two give a clue to the basic meaning of such forms.

Compare:

*il-**han**-salam*	'the person who has done the work ('the **having-done** the work person')
***kan**-salam*	'the person who has gone ('the **having-gone** person')
halkkøt	'things to do ('**going-to-be-done** things')
kalssalam	'the person who will go ('the **going-to-go** person')

As you can see from the tabulation, all these forms are based on *verb stems*. Such verb-based attributive words we shall call *participles*.

You can see from the equivalents that the forms in *-l/-ul* refer to *future* time (*japsulkkayo* 'will you have?') (*nøngnøk-hasilkkemnita* 'I'm sure there'll be enough').

The forms in *-n/-un*, however, show a completed or *perfected* past *action* (*kun-koki* 'broiled beef') (*khun-atul* 'grown son') or a *present* (perfected) *state* (*pin-sulppyøng* 'empty wine bottle(s)') (*johun-køt* 'something good').

We shall call the *-l/-ul* forms *future participles* and the *-n/-un* forms *perfect participles*.

Here are some additional examples:

onulppame olssonnim 'the guest who'll come tonight'
u-jhung khun-pange tun-salam 'the person who's living in (lit. who entered) the big room upstairs'
ipal-han-salam 'the man who got a haircut'
myønto-halssalam 'the man who will get shaved'
pappulssalam 'the person who will be busy'
jøki kalssalam 'the person who will go there'
yangpok ipun-salam 'the man dressed in that suit'
jatong-jha pulun-salam 'the man who called a taxi'
masilkkøt 'something to drink'
ton nän-salam 'the man who paid'

2. *Special participial phrases and compounds*

We have seen the following sentences containing *perfect* and *future* participial forms:

A

1. *jikum mokyok-**halssu** isso?* ('now bathing-**going-to-do-possibility** is there?') 'Well, can I take a bath now?'

2. *kuløko, i-yangpokto-jom **tälilssu** ikkesso?* ('And, this-suit-too-a-little **going-to-press-possibility** will-there-be?') 'Oh, and can you press this suit, too?'

B

*josøn-mal-**haljjul** asimnikka.*	('Korean-language-**speaking-how** do-you-know?') 'Can you speak Korean?'

C

*ama sonăkika **olmoyang**-imnita.*	('perhaps shower **going-to-come-appearance** it-is') 'Maybe there'll be a shower today.'

D

1. *jikʉm søul-**kesinka**yo?*	('now [in]-Søul-**being-question**-is-it?') '[She]'s in Søul now, isn't [she]?'
2. *jø, silkwa-jom **japsulkka**yo?*	('well, fruit-a-little **going-to-eat-question**-is-it?') 'Will you have some fruit?'
3. *ajhʉme kkäwø-**tʉlilkka**yo?*	('in-the-morning **going-to-wake-**[you]**-question**-is-it?') 'Shall I wake you up in the morning?'
4. *ye. mølito **kamʉsilkka**yo?*	('yes, head too **going-to-wash-question**-is-it?') 'Okay, and how about a shampoo, too?'
5. *onʉlppame mwøt-**hasilkka**yo?*	('tonight something-**going-to-do-question**-is-it?') 'What shall we do tonight?'

E

1. *uli **tøʉnte**, jhan-køt-jom halkkayo?*	('we **being-warm-situation** cold-thing-a-little going-to-have-question-is-it?') 'Since it's so warm, how about having something cold?'

2. ***kʉlønte**, jøke täke-sajin-imnikka?*
('**like-that-being-situation** that-thing family's-picture-is-it?') 'By the way, is that a picture of your family?'

3. *ikøn nømø **jøkʉnte**yo.*
('as-for-this-thing, too-much **small-one**-it-is') 'This one's too small!'

F

*ye. nøngnøk **hasilkkem**nita.*
('yes, enough **going-to-make-probability**-there-is') 'Yes, I'm sure there's enough.'

If we look at the forms in heavy type above, we see that they are attributive compounds, in which the first part is a perfect (*tøʉn*) or a future (*hal*) participle. The second part is a noun stem (*-su*, *-jul*, *moyang*, *-ka*, *-te*, *-ke*). As we have noted, initial *p*, *t*, *j*, *k* or *s* of the noun stem is doubled after the *-l* of the future participle.

Now compare the English equivalents of the participial compounds. We see that:

1. the noun stem *-su*, in Group A, with the future participle, forms a compound which, when followed by *iss-* . . . or *øps-* . . ., means "be able" or "not be able";

2. the noun stem *-jul*, in Group B, with the future participle, forms a compound which, when followed by *al-* . . . or *molʉ-* . . ., means "know how" or "not know how";

3. the noun stem *moyang*, in Group C, with the future participle, forms a compound which, when followed by *-i-* . . . means "probably will be".

4. the noun stem *-ka*, in 1. of D., with the perfect participle, forms a compound which, when used with the copula ending -(*i*)*yo*, means a polite question ("[she] is, isn't [she]?"); in 2. of D., with the future participle (this time the ending is *-kka* after *l*), it forms a compound which, when used with the copula ending -(*i*)*yo*, also makes a polite question ("how about?");

5. the noun stem *-te* in E., with the perfect participle, forms a compound which, when used to connect two clauses (as in E.1, and 2), means "since", "so", "seeing that", etc., and when followed by the copula ending -(*i*)*yo* (as in E.3), means "be one (thing) (of the kind)";

6. the noun stem *-ke*, in F., with the future participle, forms a compound which, when followed by the copula ending -(*i*)*mnita* means "very probably is".

Here are some additional examples:

A. *-su*

jønyøk jikum jumun-halssu issulkkayo?	'Can I order supper now?'
uli ppilu han tuøpyøng-jom katta-julssu ikkesso?	'Can you bring us a couple of bottles of beer?'
malssum-jom mulø-polssu ikkessumnikka?	'Can I ask you a question?'
jønun kalssu øpsumnikka.	'I can't come.'

B. *-jul*

yøngønun molumnita. kuløjhi-man, josøn-malun haljjul aljiyo.	'I don't know any English; but I can speak Korean.'
tampä phisiljjul asiyo?	'Do you know how to smoke?'
ku-salami ku-il-hanjul amnita.	'I know (that) he did that work.'

C. *-moyang*

kim-sønsängun näil osilmoyang-imnita.	'Mr. Kim will probably come tomorrow.'
onul-jom pappulmoyang-ijiyo.	'I'll probably be busy today.'
pika tto olmoyang-ijiyo?	'Is it likely to rain again?'

D. *-ka*

uli ku-pange tulkkayo?	'Shall we take that room?'
ku-salami ku-mal-halssu issulkkayo?	'Do you think he can say that?'
kuløm, tto pölssu [1] *issulkkayo?*	'Then do you think you can see me again?'
jom mønte, jatong-jha-hantä pululkkayo?	'Since it's a little far, shall I call a taxi?'

[1] Stem *pöp* . . .

E. *-te*

nali iløkhe[1] *jhuunte, øtel kasimnikka?*	'Where are you going on a cold day like this?'
u-jhung pangun khunte, wä i-pangun iløkhe jøksumnikka?	'The upstairs room is big, so why is this one so small?'

F. *-ke*

ilkopsien phyøngyange talkkemnita.	'I'm sure ('very probably') we'll get to Phyøngyang at seven.'
ama ku-yøkwani johulkkemnita.	'I'm pretty sure ('very probably') that hotel'll be all right.'

3. *Counting things*

We have seen the following sentences:

A

1. *kuk-**hankulut**-jom katta-jusipsiyo.*	'Please bring me **a bowl of** soup.'
2. *josøn-salamjhinku-**hansalami** sikhakoe issumnita.*	'I have **a** Korean friend in Chicago.'
3. *jø, jha-**hanjan** hasijiyo?*	'Will you have **a cup of** tea?'
4. *onulppame sonnim-**meppun** osimnikka.*	'**How many** guests are coming tonight?'
5. *jatong-jha-**hantä** pulujiyo.*	'Suppose I call **a** taxi.'
6. *i-pin-sulppyøng-**tukä**-ta näkasiyo.*	'Take away these **two** empty wine bottles.'

B

1. *yøki tampä-**hana** phisikessumnikka.*	'Will you have **a** Korean cigarette?'
2. *jøn ttal-**tul**-pakke øpsumnita.*	'I only have **two** daughters.

[1] 'like this' (remember *kuløkhe* 'like that')

C

1.	*jikum* ***messimnikka.***	'**What time** is it now?'
2.	***hansim****nita.*	'It's **one o'clock.**'
3.	***tusie*** *ttonamnita.*	'It leaves at **two o'clock.**'
4.	***yøsøssie*** *tassumnita.*	'It arrives at **six o'clock.**'
5.	*mikuksø* ***yøløpuni*** *osøssumnikka.*	'Did **many people** come [with you] from America?'
6.	*täken sikkuka* **meppun**-*isijiyo?*	'**How many** are there in your family?'
7.	*kumnyøne* **messal**-*ijiyo?*	'How old is he?' ('In this year, **how many years of age** is it?')
8.	***ilwøn***-*imnita.*	'It's **one *wøn*.**'
9.	***iwøn samjøn***-*imnita.*	'It's **two *wøn*, three *jøn*.**'
10.	***hanpunun*** *wønsane kesiko,* ***hanpunun*** *jikum jungkuksø jangsa-hamnita.*	'**One**'s in Wønsan and the **other**'s in business in China now.'
11.	*ye. nesi innunte,* ***hananun*** *kyølon-hässumnita.*	'Yes, I have four [children], and **one** is married.
12.	*khun-atule-sikku* **set**-*hako, ku-alälo aika* **ses**-*imnita.*	... **three** in my oldest son's family, and [my] **three** younger children.'
13.	***ahopsal***-*imnita.*	'He's **nine years old.**'
14.	*han* ***tasøtpun*** *osimnita.*	'There'll be about **five** (guests).'
15.	***ilkopsi-ini****, inje tatul kot osikejjiyo.*	'It's **seven o'clock,** so they'll probably come soon.'
16.	*ppilu han* ***tuøpyøng***-*man katta-jusiyo.*	'Bring us **a couple of bottles** of beer.'
17.	*ja, øsø* ***hanjan*** *tusipsita.*	'Come on, let's have a drink (let's lift **one cup**)!'
18.	*køjø* ***hantaljjum*** *pika mani omnita.*	'It rains a lot just during the **one month.**'
19.	*ujato* ***set***-*ikko, jhäksangto* ***tukä*** *issumnita.*	'There are **three** chairs, and a **couple** of tables, too.'
20.	*josøn-jøngsikul* ***tul*** *hä-jusiyo.*	'Bring us **two** regular Korean dinners.'
21.	*tasi* ***hanpøn***-*jom malssum-hasipsiyo.*	'Please say it again (**one time**).'

Observe the phrases and compounds in heavy type in the sentences above. We have already seen most of these forms in the *Word Study* (6.) of Unit 5, where we discussed attributive compounds, made up of number words (***han-***, ***mejh-***, ***tu-***, ***yøsøs-***, ***yølø-***, ***il*** , ***ahop-***, ***tasøs-***, ***ilkop-***, ***tuø-***, etc.) followed by other nouns (***kulut***, ***salam***, ***-jan***, ***pun***, ***-tä***, ***-kä***, ***-wøn***, ***-jøn***, ***-sal***, ***-si***, ***-pøn***, ***pyøng***, ***tal***, etc.).

We noted certain changes in the final sounds of the number words and the initial sounds of the following nouns when they are combined:

1. ***hana***, ***tul***, ***set***, ***net*** (independent forms) drop the last sound (*-a*, *-l*, *-t*) before the following noun;
2. ***tasøt*** and ***yøsøt*** (independent forms) have stems ending in *-s* before the following noun (*s* changing to the first sound of the following noun if that is *p*, *k*, or *j*).
3. a following noun beginning with *-s-*, doubles it after the *-l-* of the number words ***yøtøl*** and ***yøl***.
   Note: Not only *s* but also *p*, *t*, *j*, or *k*, double after ***yøtøl*** or ***yøl*** (***yøtølppun***, ***yølkkä***).

The number word ***tuø-*** in C. 16 above, is a form of "two" which we have not yet discussed. We have mentioned the isolated form ***tul***, the Korean stem ***tu-***, and the Chinese stem ***i-***. The stem ***tuø-*** accompanied by ***han*** 'about' means "approximately two, a couple".

The quantity word ***met*** (stem ***mejh-***) 'how much' is subject to the following variations:

1. the *-jh-* changes to initial *p*, *t*, *j*, *k*, or *s* of a following word (*-jhp-* becomes *-pp-*, etc.) (***meppun***, ***mettal***, ***mejjan***, ***mekkä***, ***messimnikka***);
2. *-jh-* before *-m-* or *-n-* of a following word changes to *-n-*.

The quantity word stem ***yølø-*** means 'several' and is used with a number of following nouns (***yøløpun***, etc.).

If you look at the sentences in A above, you will find that they all contain number or quantity word ***compounds***, such as we have described. These compounds form attributive phrases with ***preceding*** nouns.

In B above, we see sentences containing number words in their ***independent*** forms, that is, they are not combined with any following noun. They also form attributive phrases with preceding nouns.

In C, we see sentences containing number or quantity words (in combination with following nouns or independent) used alone, without any immediately preceding noun.

We have seen (in Unit 5) that the second noun in the number and quantity word compounds refers to the particular class ("person", "month", etc.) of things to which the preceding noun belongs. In A above, the preceding noun is present (*kuk*, *jhinku*, *jha*, *sonnim*, *pyøng*, etc.) and the second noun in the following compound (*kulut*, *salam*, *-jan*, *-kä*, etc.) refers to the class to which the particular noun (*kuk*, *jhinku*, etc.) belongs. In C, where the compounds are used alone, and the specific noun of the class referred to is not present, the second noun of the compound (C. 10 *-pun*, C. 11 *-pun*, C. 17 *-jan*) refers to the whole class to which the specific noun belongs (*-pun* to the class to which *hyøngjepun*, *sonnim*, etc., belong, *-jan* to the class to which *ppilu*, *jha*, etc. belong).

All Korean nouns belong to one or several of the various classes referred to by these second nouns in the number and quantity word compounds. We shall call these second nouns ***numeral classifiers***. We have already seen the following numeral classifiers:

classifier	*used for counting*
-jan	cups of (any beverage)
-jøn	units of money (sens) (no preceding noun)
-kä	pieces of (something)
-kulut	bowls of (something)
-pøn	times
-pun (f.)	persons
-pyøng	bottles of (something)
-sal	years of age (no preceding noun)
-salam	persons
-si	hours (no preceding noun)
tal	months (no preceding noun)
-tä	vehicles
-wøn	units of money (yens) (no preceding noun)

In the *Finder Lists* of this and following units, and in the general vocabularies, we shall indicate after each noun (except when it is simply repeated: *salam hansalam*), (or when it is *not countable: annyøng*) the particular numeral classifier (n.c.) or classifiers which are used with it:

pyøng (n.c. *-kä*)
jha (n.c. *-jan*)
jhimtä (n.c. *-kä* or *-tä*) etc.

Additional examples:

1. ***yøki han yøsøttal ikkessumnita.*** 'I'll stay here about six months.'

2. *pang-kapsun haloppame sawøn-imnita.*	'The rent is four yen a day.'
3. *u-jhungen pangi han yølkkä issumnita.*	'There are about ten rooms upstairs.'
4. *mikuk-salam-sesalam-hako jungkuk-salam-tusalami wassumnita.*	'Three Americans and two Chinese came.'
5. *ppilu-tasøppyøngul honja ta møkkessumnita.*	'I drank ('ate') five bottles of beer by myself.'

4. *Numbers above* 10

A. Chinese numbers

The tens are made simply by saying "two-ten", "three-ten" and so on. The units of each ten are made by saying "ten-one", "ten-two", "ten-three", etc., "two-ten-two" and so on:

11	*sipil*
12	*sipi*
13	*sipsam*
14	*sipsa*
20	*isip*
21	*isipil*
22	*isipi*
30	*samsip*
40	*sasip*
50	*osip*
60	*yuksip*
70	*jhilsip*
80	*phalsip*
90	*kusip*

The words for 100, 1000, and 100,000 are the only other special words besides the words for the numbers 1 to 10. However, multiples of 100 and units in the hundreds are formed in the same way as in the tens:

100	*päk*
200	*ipak*
1000	*jhøn*
1001	*iljhønil*
10,000	*man*
10,001	*ilmanil*

(Note that you have to say "one thousand one", not simply "thousand-one" for 1001.)

B. Korean numbers

The Korean numbers may be used only up to 99. From 100 up, only the Chinese numbers are used. The units are made in the same way as the Chinese numbers, that is "ten-one", "ten-two" and so on. The tens, however, are separate words:

11	*yølhana*
12	*yølttul*
13	*yølsset*
20	*sumul*
21	*sumulhana*
22	*sumulttul*
30	*sølhʉn*
40	*mahʉn*
50	*swin*
60	*yeswin*
70	*ilhʉn*
80	*yøtʉn*
90	*ahʉn*
99	*ahʉnahop*

The words for the tens (20, 30, and so on) do not change when they are used in attributive compounds. Even for numbers 20–99, the Chinese numbers are often used in place of the Korean.

2. Covering the English and Korean of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the Korean, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES (*Cont.*)

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences.*

2. Covering the English of Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Korean. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? (Individual Study)

1. Complete the following sentences by supplying the corresponding forms of the *perfect or future participles* based on the verb stems in parentheses:

1. *kuløm, (komap- . . .)-salami øte issumnikka?*
2. *(tøp- . . .)-mul-jom jusiyo.*
3. *(palu- . . .)-malul hasiyo.*
4. *i-pange (tul- . . .)ssalame-ilumi mwøjiyo?*
5. *ku-malssum jøn (alø-tut- . . .)ssuka øpsumnita.*
6. *i-koki (kup- . . .)kkømnikka?*
7. *(ilk- . . .)-sinmunun ili jusiyo.*
8. *ku-malssumi (olh- . . .)-malssum-imnita.*
9. *nali ama (øp- . . .)moyang-ijiyo.*
10. *malssum-hasiko (siph- . . .)køsi issumnikka?*
11. *jom-tø (jøk- . . .)-pangun øpsumnikka?*
12. *jø-(khu- . . .)-ujae (anj- . . .)-salamun nukujiyo.*
13. *amokøtto (joh- . . .)-ilun øpsumnita.*

2. Substitute for each of the verbs in each of the following sentences the corresponding (1) "[*I*] *can* . . ." and (2) "[*I*] *can't* . . ." forms:

1. *ku-salam tampä phimnita.*
2. *nan josøn-umsik møkkesumnita.*
3. *näka kuløkhe hakessumnita.*
4. *kuløjhi-man, ku-salam onulun kamnita.*
5. *jønun sul møksumnita.*
6. *ku-ton ku-salami nämnita.*
7. *näka ku-mal-hakessumnita.*

3. Complete the following sentences by supplying the corresponding (1) "[*I*] *know how* . . ." and (2) "[*I*] *don't know how* . . ." forms for each of the verb stems in parentheses:

1. *ku-salam ilum* (*ssu-* . . .).
2. *josøn-umsik* (*japsusi-* . . .)?
3. *josøn-malun* (*ha-* . . .).

4. Complete the following sentences by supplying the corresponding "[*it*] *probably will be*" forms for each of the verb stems in parentheses:

1. *ama onulun nali jom* (*joh-* . . .).
2. *ku-salam ama søul* (*ka-* . . .).
3. *ku-salamto onul-jønyøke* (*pulu-* . . .).

5. Complete the following sentences by supplying the corresponding *polite question* ("[she] is, isn't [she]?") ("how about") forms for each of the verb stems in parentheses:

1. *jøki jøpuni apønim-*(*isi-* . . .)?
2. *uli mwøt-jom* (*japsusi-* . . .)?
3. *jønun ätamssu-imnita. jikum kim-sønsäng* (*kesi-* . . .)?
4. *i-osul ipko* (*ka-* . . .)?
5. *onulun nømø tøunte, kuman* (*tusi-* . . .)?

6. Complete the following sentences by supplying the corresponding "*since*", "*so*", "*seeing that*" or "*be one* (thing) (of the kind)" forms based on the verb stems in parentheses:

1. *ike josøn-kuun-kokimnikka? masi jham* (*jok-* . . .)!
2. *jom sijang-*(*ha-* . . .), *uli yøkisø pap-møkko kajiyo.*
3. *ku-jip jham* (*khu-* . . .).
4. *jø-salami kim-yøngho-*(*i-* . . .), *ku-salami i-hakkyo sønsäng-imnita.*
5. *yøkwanun* (*manh-* . . .), *pangi johun-køsun øpsumnita.*

7. Complete the following sentences by supplying the corresponding "*very probably*" forms based on the verb stems in parentheses:

1. *ku-salami onul* (*ha-* . . .).
2. *onulto nali phøk* (*tøp-* . . .).
3. *ilkopsi-ini inje kot* (*osi-* . . .).

8. Have your Guide or one of the group read the following paragraph. Then answer the *questions* listed below it:

ätamssu-sønsäng-jhinku josøn-salam kim-yøngho-sønsängi jønyøke ätamssu-sønsäng-yøkwane wassumnita. tusalami kajhi umsikjømelul kassumnita. ätamssunun *onulppam josøn-umsikul jhøum møksumnita. ku-salam mikuk-salam-ini, mikuksø søyang-umsik-man møkøssumnita. mullon, ätamssunun josøn-umsikul jal moluni, kim-sønsängi johun-køsulo jumun-hamnita. tusalami ikøt jøkøt, kumjhi kuun-kokitulul mani møkøssumnita.*

1. *nukuka jønyøke ätamssu-sønsäng-yøkwane wassumnikka?*
2. *tusalami kajhi øtel kassumnikka.*
3. *umsikjøme mwøt-halyø kamnikka?*
4. *tusalami josøn-umsikul møkøssumnikka, søyang-umsikul møkøssumnikka?*
5. *wä ätamssu josøn-umsik sikhilssu øpsumnikka?*

9. Count the following nouns in Korean, using the numbers from 1 to 10, and using both the *independent* forms of the numbers and the *number-classifier compounds:*

kuk
jha
sonnim
hyøngjepun
salam
jatong-jha
pang
uja
jhäk-sang
pap

Section D—Listening In

1. What Did You Say?

Give your answers in Korean for each of the exercises in the preceding section. Then give the English equivalents of all the expressions in the exercises. The Group Leader will direct your work.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Korean for each English expression, without having to read it from the book. The Group Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Korean immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, with books open, then take parts and carry on the conversation.

1. *Kim and Adams decide to go out for dinner.*

Record 17B, beginning.

kim — *kulønte, jønyøk japsusøssumnikka.*
Adams — *an-iyo. ajuk an-møkøssumnita.*
jø, uli kajhi jønyøk japsulkkayo?
kim — *ye. uli kuløkhe hajiyo.*
Adams — *kuløm, ot-jom kalø-ipko naokessumnita.*

(They talk about where they should go:)

kim — *uli øtel kalkkayo.*
søyang-umsikul halkkayo, josøn-umsikul halkkayo.
Adams — *jom sijang-hani, amokøtto jossumnita.*
kulälo, ama josøn-umsiki jokhejjiyo.
kim — *kuløm, jom møni, jatong-jha-hantä pulujiyo.*
Adams — *mø, jom møløto uli kølø-kajiyo.*
kim — *ye. kuløm, kuløjiyo.*

2. *They are in the restaurant.*

Record 17B, after 1st spiral.

kim — *mwøsul jumun-halkkayo.*
Adams — *nanun jal moluni, johun-køsulo sikhisipsiyo.*
kim — *josøn-jøngsikul tul-man hä-jusiyo.*
Adams — *uli mwøt-jom masilkkayo?*
kim — *ye. kuløjiyo.*
yøpo! jhan-ppilu isso!
simpulumkkun — *an-iyo, øpsumnita.*
Adams — *kuløm, jhan-mul issumyøn, jom katta-jusiyo.*
simpulumkkun — *ye. kuløkessumnita.*

3. *Kim and Adams are eating and they talk about the food.*

Record 17B, after 2nd spiral.

Adams — *ikøn mwølako hamnikka.*
kim — *kuke tupumnita.*
Adams — *ike kimjhi-imnikka? masi jham jossumnita.*
kim — *ye. kulønte, mwøt jhan-jom-tø hasijiyo?*
Adams — *an-iyo. pam-man jokom-tø halkkayo?*

kim — *wäyo, kuun-kokito-jom-tø hasiko, khongna-multo-jom-tø hasijiyo.*

Adams — *an-iyo. mani møkøssumnita.*

4. *The waiter asks if they want anything else. They decide to go.*

Record 17B, after 3rd spiral.

simpulumkkun — *mwøt talun-køt tø wøn hasimnikka?*

Adams — (to *kim*) *nan inje kuman tukessumnita.*

kim — (to waiter) *an-iyo.*
jø i-pin-sulppyøng-tukä ta näkasiyo.

(They light cigarettes and talk:)

kulønte, onul pappusøssumnikka?

Adams — *ye. jom pappøssumnita.*
ja. kuløm, uli kuman kalkkayo?

kim — *jham tonun näka näkessumnita.*
jønpu ta hap-häsø ømajiyo?

simpulumkkun — *jønpu sawøn-imnita.*

Adams — *tonun jeka näkessumnita.*

kim — *an-imnita.*

Adams — *kuløm, thipun jeka nojhiyo.*
ølmana nolkkayo?

kim — *han sasipjøn nosipsiyo.*

SECTION E—CONVERSATION

1. Covering the Korean of Basic Sentences (Individual Study)

Cover the Korean of the *Basic Sentences* and practice saying the Korean equivalents of the English expressions.

2. Vocabulary Check-Up

As in previous units, the Group Leader will call on various members of the group to give the Korean expressions which correspond to the English in the *Basic Sentences*.

3. Conversation

Work through the following outlined conversations, taking parts. Act them out in front of the group; keep this up until you can do them easily and smoothly. When the outlined conversations go well, then change the situations somewhat. You now have more material which you can work into additional conversations. Invent topics as you did for the previous units.

1. *Going out to dinner*

While talking to your Korean friend one evening, you ask him if he's eaten supper yet. He says he hasn't, so you suggest having supper together. He says he'd like to brush up and change his clothes before he goes out.

Later, you talk about where you should go. Your friend asks you if you'd rather have Korean or Western food. You say that you're hungry, so anything would be all right. "But," you say, "let's go to a Korean restaurant and have Korean food." Your friend says he knows a good place. He says it's pretty far, and suggests calling a taxi. But you say you'd rather walk, even if it is a little far.

2. *In the restaurant*

When you enter the restaurant, the waiter tells you "Come this way." You sit down, and order your dinner. You ask your friend to order something good for you. You explain that you don't know how to order in Korean. Your friend orders several Korean dishes. The waiter asks if you'd like anything to drink. You order some wine.

While you're eating, you talk about the Korean food. You ask the names of the various Korean dishes, say that it tastes good, etc. Your friend keeps urging you to have some more of this, and a little more of that. But after a while you say that you've eaten enough. Your friend asks you what time it is. You say that it's eight o'clock; your friend suggests that you go. You ask the waiter for the bill, pay, leave a tip and go.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

FINDER LIST

amo	any
amokøtto	anything
ha- . . .	do
hamyøn	if [I] do
han- (*hana*)	one
hantă	one vehicle
jatong-jha hantă	one taxi (*or* auto)
jatong-jha	automobile *or* taxi
jhan	food other than rice
jøngsik	regular dinner
jønpu	all together
jønpu ta hap-hăsø	added all together
jønyøk	evening *or* supper
jumun	ordering
jumun-ha- . . .	order
jumun-halkkayo	how about ordering
kajhi	together with
uli kajhi jønyøk japsulkkayo?	How about having supper together?

khongnamul	soy-bean sprouts
kimjhi	Korean salad
kup- . . .	broil
ku(u)n-koki	broiled beef
kulø(h)- . . .	be like that
kuläto	even if it's like that *or* but *or* even so
masi- . . . (f.)	drink
masilkkayo	how about drinking
masi	taste
masi jham jossumnita.	It really tastes good.
mø	well . . .
møk- . . .	eat
møkøssumnita	[I] ate
møl- . . .	be far
møløto	even if it's far
møni	since it's far
nä- . . .	pay
näka tonun näkessumnita.	I'll pay the bill.
no(h)- . . .	put down
han sasipjøn nojhiyo.	Leave about forty cents.
thipun ølmana nolkkayo	How much tip should [I] leave?
palu- . . .	be right; be correct, honest

pappu- . . .	be busy
pappøssumnita	[I] was busy
pappusøssumnikka	were [you] busy?
pi- . . .	be empty
i-pin-sulppyøng	these empty wine bottles
pulu- . . .	summon, call
jatong-jha hantä pulujiyo.	[I]'ll call a taxi.
sijang-ha- . . .	be hungry
sijang-hani	since [I]'m hungry
sikhi- . . .	do for (someone), order
johun-køsulo sikhisipsiyo.	Please order something good for [me].
søyang	Western, European
søyang-umsik	Western food
talu- . . .	be different, be other
talun-køt	something else
thip	tip
thipun ølmana nolkkayo?	How much tip should I leave?
ton	money
tupu	bean cakes
umsik	food
wäyo	Why is it? (Why do you say so?)

UNIT 9

SEEING THE TOWN

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then do the *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Adams gets a guide at the hotel.

ENGLISH EQUIVALENTS	*AIDS TO LISTENING*
	Adams
Record 18A, beginning.	
someone *or* who	*nuku*
street(s)	*køli*
person who can guide	*annä-hä-julssalam*
can't [you] get for [me]	*kuhä-jusiji mot-halkkayo?*
Can you get someone to show me around?	*nuku na køli-jom annä-hä-julssalam kuhä-jusiji mot-halkkayo?*
	Clerk
guide	*annäja*
[I]'ll get for [you]	*kuhä-tulikessumnita*
Yes, I'll get a good guide[1] for you.	*ye. jeka johun-annäja hansalamul kuhä-tulikessumnita.*

---

[1] Record has 'man'.

Adams

please send[1]	*ponăsipsiyo*
Then please send [him] [up] to my room when he comes.	*kuløm, ku-salam omyøn, je-pangulo ponăsipsiyo.*
letter(s)	*phyønji*
to *or* for me	*na-hante*
Oh, by the way, is there any mail for me?	*jham, na-hante musun phyønji on-køt øpsumnikka.*

Clerk

a little while ago	*akka*
[I] brought for [you]	*katta-nwassumnita*
Yes, a letter just came; I brought it to [your] room.	*ye. akka phyønji on-køt pange katta-nwassumnita.*

(later, the Guide and Adams are talking)

Adams

show *or* sight-seeing	*kukyøng*
please do for [me]	*sikhy*[illegible]*o*
Please show me around town a little.	*køli k*[illegible] *sikhyø-jusipsiyo.*

Guide

first of all	*mønjø*
Sure, where would you like to go first?	*ye. øtel mønjø kasiko siphusimnikka.*

---

[1] Record has 'send'.

Adams

since [I] haven't seen	*kukyøngul mot-hässuni*
no place	*amoteto*
any place	*amoteko*
let's go [1]	*kapsita* [1]
I haven't seen the town at all yet, so let's go anywhere.	*ajuk amoteto kukyøngul mot-hässuni. amoteko kapsita.*

Guide

Record 18B, beginning.

number one *or* most	*jeil*
crowded	*pønjap-han*
Then first I'll show you the most crowded street.	*kuløm, jeka mønjø jeil pønjap-han-kølilo annä-hä-tulijiyo.*

Adams

which [1]	*musun* [1]
Which street is that?	*musun-kølijiyo?*

Guide

main street	*jongno*
That's Main Street.	*jongnomnita.*

Adams

is [it] far?	*mønkayo?*
Is it far from here?	*yøkisø mønkayo?*

[1] Not on record.

Guide

it's not far[1]	*mølji anssumnita*[1]
No, it's not so far from here.	*an-iyo, kuløkhe mølji anssumnita.*

Adams

slowly (leisurely)	*sølsøl*
[suppose we] walk[1]	*kølø-kajiyo*[1]
Then let's walk and take our time.	*kuløm, uli sølsøl kølø-kajiyo.*
department store	*päkhwajøm*
since it looks like	*kathunte*
That big building over there looks like some kind of department store; what is it?	*jø-khun-jip musun päkhwajøm kathunte, mwøjiyo?*

Guide

Yes, that's the biggest department store in Korea.	*ye. kuke josønsønun jeil-khun-päkhwajøm-imnita.*

Adams

[there][1] are many	*manhunteyo*
Well, there certainly are a lot of big buildings here, too.	*jham, yøkito khun-jipi manhunteyo.*

Guide

a few objects	*mekkä*
like that[1]	*jøløkhe*[1]
Yes, there're a few buildings like that.	*ye. jøløkhe khun-jipi mekkä issumnita.*

---

[1] Not on record.

Adams

city hall	*pujhøng*
Where's the City Hall here?	*yøki, pujhøngun øle ijjiyo.*

Guide

street *or* road	*kil*
that is across	*kønnø innun*
white	*hin*
brick	*pyøktol*
That big, white, brick building across the street is the City Hall.	*jø kil-kønnø innunʼkhun-hin-pyøktol-jipi pujhøng-imnita.*

Adams

Record 19A, beginning.

let's go and see	*ka-popsita*
Well, let's go and see some of the schools now.	*ja, injen uli musun hakkyo-jom ka-popsita.*

Guide

street car	*jønjha*
[suppose we] ride [1]	*thajiyo*
All right; then let's take that street car.	*ye. kuløm, uli jø-jønjha thajiyo.*

---

[1] Not on record.

(after a short ride, they get off)

Guide

next	*taum*
(street-car) stop	*jøngyujang*
go down	*nälimnita*
[We] get off at the next stop.	*taum-jøngyujangesø nälimnita.*

(they walk by a group of buildings)

Guide

university	*tähak*
This is our university.	*ike yøki-tähak-imnita.*

Adams

how many objects	*mekkäna*
How many universities are there here?	*yøki tähaki mekkäna ijjiyo?*

Guide

only	*ppun*
college(s)	*jølmun-hakkyo*
about twelve objects[1]	*yølttuøkä*
There's only this one university, but about twelve colleges.	*tähakun, ikøt-hana ppun-iko, jølmun-hakkyoka han yølttuøkä issumnita.*

---

[1] Record has 'about twelve'.

Adams	
movie theater	*hwalltong-sajin-kwan*
isn't *or* aren't [there]?[1]	*øpsøyo?*[1]
By the way, aren't there any movie theaters around here?	*kulønte, yøki hwalltong-sajin-kwanun øpsøyo?*
Guide	
ten	*sip*
minutes	*pun*
Yes, there're a lot about a ten minutes' walk from here.	*wäyo. yøkisø han sippun-man-kamyøn, manssumnita.*
(they decide to go to the movies)	
go across	*kønnø-kajiyo*
Well, let's cross the street here.	*ja. uli yøkiesø kilul kønnø-kajiyo.*
(at the box office)	
Adams	
already	*pølssø*
did [it] start[2]	*sijak-hässo?*
Is the picture on now?	*sajin pølssø sijak-hässo?*
Ticket-seller	
a little [while] ago	*jokkom-jøne*
It just started.	*ye, jokkom-jøne sijak-hässumnita.*
Adams	
let's go in[1]	*tulø-kapsita*[1]
Well, let's go in and see the picture together.	*ja, kuløm, uli kajhi sajin-kukyøng tulø-kapsita.*

[1] Not on record.

[2] Record has "did start".

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

Korean *m* followed by *w* or *u* frequently sounds fairly strong, as though it had a slight *b* immediately following it (*mbwu* or *mbu*). Listen to your Guide as he pronounces the following words and imitate him:

PRACTICE

Record 19B, beginning.

mwosul	'what'
mulø-popsita	'may [I] inquire'

Be sure to pronounce the Korean *s* at the beginning of a word with a puff of breath after it. You will note, however, that at times the puff of breath is quite weak. Listen to your Guide and imitate him, as he says the following words:

sam	'three'
sul	'liquor *or* wine'

SECTION B—WORD STUDY

1. Word Study (Individual Study)

1. *Other non-sentence-final endings ("since", "although", "if")*

Observe the forms in heavy type in the following sentences. We have seen all these in this or preceding units:

A

onulun-jom **pappuni,** *kuman tusiyo.*	'I'm pretty busy today, so never mind.'
nan jal **moluni,** *johun-køsulo sikhisipsiyo.*	'I don't know [how to order] very well, so you order something good.'
jom sijang **hani,** *amokøtto jossumnita.*	'I'm so hungry anything'll be all right.'

jom **møni**, *jatong-jha hantä pulujiyo.*	'It's pretty far, so I'll call a taxi.'
*ilkopsi-***ini**, *inje tatul kot osikejjiyo.*	'It's seven o'clock, so they'll probably come soon.'
suli johulkkøt **kathuni**, *uli sul-jom halkkayo.*	'The wine seems to be good here, so shall we have some?'
pyøllo halkkøt **øpsuni**, *muøtunji hajiyo.*	'I've got nothing special to do, so anything is okay.'

B

nalun jham **johuna**, *phøk tøupsumnita.*	'It's very nice today, but pretty warm.'

C

kuløkhe **hä-jusimyøn**, *jham komapkessumnita.*	'That'd be fine (if [you] do that for [me]).'
kuløm, ku-salam **omyøn**, *je-pangulo ponäsipsiyo.*	'Then please send him up to my room when he comes.'
mølji **an(h)umyøn**, *uli køjjiyo?*	'If it's not far, shall we walk?'
uli sonäkika **an-omyøn**, *kunullo-jom køjjiyo.*	'If there won't be a shower, let's go for a little walk in the shade.'

If we take the forms in heavy type in the above sentences and tabulate them with other similar forms, we have:

Column I		*Column II*		
		A	B	C
		Group I		
pappu- . . .	'be busy'	*pappuni*	*pappuna*	*pappumyøn*
molu- . . .	'not know'	*moluni*	*moluna*	*molumyøn*
ha- . . .	'do'	*hani*	*hana*	*hamyøn*
-i- . . .	'be'	*-ini*	*-ina*	*-imyøn*
no- . . .	'put in'	*noni*	*nona*	*nomyøn*

Group II

møl- . . .	'be far'	*møni*	*møna*	*mølmyøn*
køl- . . .	'hang up'	*køni*	*køna*	*kølmyøn*

Group III

tø(u)p- . . .	'be warm'	*tø(u)(u)ni*	*tø(u)(u)na*	*tø(u)(u)myøn*
kup- . . .	'broil'	*ku(u)ni*	*ku(u)na*	*ku(u)myøn*
komap- . . .	'be grateful'	*komauni*	*komauna*	*komaumyøn*

Group IV

øps- . . .	'not be'	*øpsuni*	*øpsuna*	*øpsumyøn*
kath- . . .	'be like'	*kathuni*	*kathuna*	*kathumyøn*
*køl**- . . .	'walk'	*køluni*	*køluna*	*kølumyøn*
joh- . . .	'be good'	*johuni*	*johuna*	*johumyøn*
anh- . . .	'not be'	*anhuni*	*anhuna*	*anhumyøn*
*kalø-ip**- . . .	'change (clothes)'	*kalø-ipuni*	*kalø-ipuna*	*kalø-ipumyøn*

Comparing the forms in Column I with those in Column II (A and B), we see that the endings *-ni*/*-uni* and *-na*/*-una* work just like the perfect participial ending *-n*/*-un*:

1. the endings are *-ni* and *-na* after stems ending:
   a. in a vowel;
   b. in *l* which is lost;
   c. in *p* which becomes *u* (which may be lost after *u*, *u*, *o*);
2. The endings are *-uni* and *-una* after stems ending in other consonants including (*l**).

In C, we see that the ending *-myøn*/*-umyøn* works just like *-ni*/*-uni*, *-na*/*-una*, except in Group II:

1. the ending is *-myøn* after stems ending:
   a. in vowel;
   b. in *l* (which is *not* lost here);
   c. in *p* which becomes *u* (which may be lost after *u*, *u*, *o*);

2. the ending is *-umyøn* after stems ending in other consonants (including *l**) (and including *p**)

Note: We have seen the form ***kuløm*** "in that case (if that's so)", short for ***kulømyøn***.

Now observe the following tabulation:

al- . . .	*an*	*ani*	*amnita*	*ana*	*almyøn*
møl- . . .	*møn*	*møni*	*mømnita*	*møna*	*mølmyøn*
yøl- . . .	*yøn*	*yøni*	*yømnita*	*yøna*	*yølmyøn*
køl- . . .	*køn*	*køni*	*kømnita*	*køna*	*kølmyøn*

If you compare the five sets of forms above, you see that (1) *l*-final stems drop the *l* before any ending beginning with *n* (*-n*, *-ni*, *-na*), even where *m* precedes it (*-mnita*). Note, however, that (2) *l* remains before endings beginning with *m* ***not*** followed by *n* (*-myøn*).

The ***meanings*** of these non-final endings are pretty clear from the sample sentences:

1. *-ni/-uni* means "because" *or* "since" *or* "......, so ......" *or* "when"
2. *-na/-una* means "although" *or* "......, but ......"
3. *-myøn/-umyøn* means "if" *or* "when"

Additional examples:

-ni

josøn-malul jal moluni, tasi hanpøn jhønjhøni malssum-hasipsiyo.	'Since I don't know how to speak Korean very well, would you say it once again slowly?'
nan amokøtto møkko sipji anhuni, kuman tusiyo.	'I don't feel like eating anything, so don't bother.'
onul-ajhume jhønjha salami manhuni, kølø-kapsita.	'The street cars are crowded this morning, so let's walk.'

-na	
ku-salami salamun johuna, mali mansso.	'She's a nice person, but she talks a lot.'
ku-salami ilun jal hana, sulul mani møkso.	'He's a good worker, but he drinks a lot.'
-myøn	
annäja hana kuhalssu issumyøn, jham jokhessumnita.	'It'll be swell if you can get me a guide.'
i-killo nälyø-kamyøn, hwalttong-sajin-kwani ön-jjoke issumnita.	'The (movie) theatre is on the left as you walk down this street.'
kuløkhe halssu-pakke øpsumyøn, kuman tusiyo.	'If that's the only way you can do it, then never mind.'

2. *Another Korean gerund*

You have seen the following sentences in this and previous units:

A

ilkopsie **kkäwø***-jusipsiyo.*	'*Please wake me* up at seven o'clock.'
nan jal moluni, johun-køsulo **sikhyø***-jusipsiyo.*	'I don't know [how to order] very well, so *you order* something good *for me.*'
sønghamul **ssø***-jusipsiyo.*	'Please sign your name.'
kuløkhe **hä***-jusipsiyo.*	'*Please do* that *for me.*'
i-kutu-jom **takkø***-jukesso?*	'*Will you shine* these shoes *for me?*'
*nuku na køli-jom annä-***hä***-julssalam* **kuhä***-jusiji mot-halkkayo?*	'Can't you get *someone to show me around?*'

B

ajhume **kkäwø***-tulikkayo?*	'*Shall I wake you up* in the morning?'
wøn-hasimyøn hana, **nwa***-tulijiyo.*	'If you want, *I'll put* one *in for you.*'

*jeka ikøt jøkøt annä-**hä**-tulilkkayo?*	'*Suppose I show you* around?'
*jeka johun-annäja hansalamul **kuhä**-tulikessumnita.*	'*I'll get you* a good guide.'
	C
***alø**-tukkessumnikka?*	'Do you understand?'
*malssum-jom **mulø**-popsita.*	'*May I ask you* a question?'
*ale-jhungulo **nälya**-kasijiyo?*	'*Shall we go* downstairs?'
*øsø **tulø**-osipsiyo.*	'*Come* right *in!*'
*hä-man-jom **tulø-ka**to, siwøn-hakejjiyo.*	'*Even if* the sun only *went down* ('*goes in*') a little it would be cooler.'
*i-ppilu-pyøng-jom **nä**-kasiyo.*	'*Take away* these beer bottles!'
*otto-jom **kalø**-ipko, nakajiyo.*	'Let's go *after I change* my clothes.'
*mø, jom **møl**øto, uli **kølø**-kajiyo.*	'Well, even if it's a little far, *let's walk.*'
*injen uli musun hakkyo-jom **ka**-popsita.*	'*Let's go and see* some of the schools now.'
*uli yøkisø kilul **kønnø**-kajiyo.*	'*Let's cross* the street here.'
*uli kajhi sajin-kukyøng **tulø**-kapsita.*	'*Let's go in* and see the picture together.'
	D
*nali jom **hulyø**jimnita.*	'*It's getting* a little *cloudy.*'
***kulä**to, . . .*	'*Even* (though it's) *so*, . . .'
*injen **ka**ya-hakessumnita.*	'*I have to go* now.'
*iljjuk **ilø**naya-hakessumnita.*	'*I have to get up* early.'
	E
***kulä**yo?*	'*Is that so?*' ('You said that?')
*kuløn te, yøki hwalttong-sajin-kwanun **øpsø**yo?*	'By the way, *aren't there* any movie theatres around here?'

F

jø kil- ***kønnø*** *innun khun-hin-pyøktol-jipi pujhøng-imnita.* ‘That big, white, brick building (‘*which is*’) *across* the street is the city hall.’

Tabulating the forms in heavy type in the sentences above and others like them, we have:

Column I		*Column II*
Group I		
phi- . . .	‘smoke’	*ph(i)yø*
näli- . . .	‘go down’	*näl(i)yø, näl(i)ya*
huli- . . .	‘be cloudy’	*hul(i)yø*
-i- . . .	‘be’	*-(i)yø*
sikhi- . . .	‘order’; ‘do for someone’	*sikh(i)yø*
swi- . . .	‘rest’	*swiyø*
Group II		
japsusi- . . . (f.)	‘eat’	*japsusø*
hulyøji- . . .	‘get cloudy’	*hulyøjø*
Group III		
nă- . . .	‘take’	*nă(ă)*
ponă- . . .	‘send’	*ponă(ă)*

Group IV

kønnu- . . .		'cross'	*kønnø*
pappu- . . .		'be busy'	*pappø*
ssu- . . .		'use; write'	*ssø*
kulu- . . .		'speak; say'	*kulä*

Group V

nø- . . .		'put in'	*nø(ø)*
kulø- . . .		'be like that'	*kulä*
øltø- . . .		'be how'	*øttä*

[illegible] VI

ju- . . .		'give'	*juø*
japsu- . .	(f.)	'eat'	*japsuø*
kkäu- . . .		'wake (someone) up'	*kkäwø*

Group VII

o- . . .		'come'	*wa*
po- . . .		'see, look at'	*pwa*
no- . . .		'put down'	*nwa*

Group VIII

ka- . . .		'go'	*ka(a)*
iløna- . . .		'get up'	*iløna(a)*
ha- . . .		'do'	*hä*

		Group IX
*ip**- . . .	‘put on; wear’	*ipø*
tul- . . .	‘listen; hear’	*tulø*
anj- . . .	‘sit’	*anjø*, *anja*
møk- . . .	‘eat’	*møkø*
ilk- . . .	‘read’	*ilkø*
pis- . . .	‘comb (hair)’	*pisø*
manh- . . .	‘be many’	*manhø*, *manha*
kam- . . .	‘shampoo’	*kamø*, *kama*
al- . . .	‘know’	*alø*, *ala*
møl- . . .	‘be far’	*mølø*
tul- . . .	‘go in’	*tulø*
køl- . . .	‘hang up’	*kølø*
*køl**- . . .	‘walk’	*kølø*
iss- . . .	‘exist’	*issø*
øps- . . .	‘not exist’	*øpsø*
takk- . . .	‘rub; shine’	*takkø*, *takka*
		Group X
tø(u)p- . . .	‘be warm’	*tø(u)wø*
ttukøp- . . .	‘be hot’	*ttukøwø*
kup- . . .	‘broil’	*kuwø*
komap- . . .	‘be thankful’	*komawø*
pöp- . . .	‘be seen’	*pwa*

Group XI

joh- . . .	'be good'	*jowa*

Comparing the verb stems in Column I with the corresponding forms in Column II, you see that:

1. in Group I, stems ending in *i* have the ending *-yø*;

   Note: Here, as with the *-yo* form of the *-o/-yo/-so* ending, the *i* of the stem may drop, so that beside ***hʉliyø*** you will also hear ***hʉlyø***.

2. in Group II, stems ending in the stem formalizer *-si-* or in *-ji-* drop the *i* of the stem, and add the ending *-ø*;

   Note: The *i* of the stem in the *-si-* or *-ji-* forms may be retained, and it will then be followed by *-yø*, so that beside ***japsusø*** you will also hear ***japsusiyø***, and beside ***hʉlyøjø*** you will also hear ***hʉlyøjiyø***.

3. in Group III, stems ending in *ä*, have the ending *ä*; the resulting forms often drop the second *ä*, so that beside ***nää*** you will hear ***nä***;

4. in Group IV, most of the stems ending in *ʉ*, drop the *ʉ*, and add the ending *-ø*; one or two likewise drop the final *ʉ*, but add the ending *-ä* (***kʉlä***);

5. in Group V, some of the stems ending in *ø*, add the ending *-ø*; others drop the *ø* and add the ending *-ä*;

   Note: The stems listed here have stem-final *h* before certain other endings (***nøh-*** *. . .*, ***kʉløh-*** *. . .* ***øttøh-*** *. . .*).

6. in Group VI, stems ending in *u* take the ending *-ø*;

   Note: Stem-final vowel *u*, preceded by one or more syllables may be replaced by *w* in fast speech; (***japswø*** beside ***japsuø***); stem-final *u* preceded by a vowel changes to *w* (***kkäwø***).

7. in Group VII, stems ending in *o* add the ending *-a* and replace the *o* with *w*;

8. in Group VIII, most stems ending in *-a* add the ending *-a*; the resulting forms often drop the second *a* so that beside ***kaa*** you will hear ***ka***; the stem *ha- . . .* drops the *a* and adds the ending *-ä*(*hä*);

   Note: Beside *hä* you will also hear ***hayø***, with the ending *-yø*.

9. in Group IX, stems ending in a consonant (except *p*, and *h* after *o*) add the ending *ø*;

10. in Group X, stems ending in *p* (except *p**) (*ip**- . . . 'wear, put on (clothes)') change the *p* to *u* and add the ending *ø*;

Note 1: The *u* between vowels changes to *w* (*kuwø*).

Note 2: The stem *pöp*- . . . has the form *pwä*.

11. In Group XI, the stem *joh*- . . ., adds the ending *a*, and replaces the *h* with *w* (*jowa*).

We see that we cannot always predict which of the forms of the -*ø*/-*yø*/-*a*/-*ä* ending will be used with stems having particular final sounds (Groups IV, V, VIII, X, XI).

Note 1: After stems whose last syllable contains an *a* the ending -*ø* may be replaced by *a*.

Note 2: The form *näl*(*i*)*ya* also is heard beside *näl*(*i*)*yø*.

In the *Finder Lists* of this and following units and in the general vocabularies we shall indicate with each verb stem the exceptional forms:

kulu- . . .	(*kulä*)	'say, speak'
kulø(*h*)- . . .	(*kulä*)	'be like that'
øllø(*h*)- . . .	(*øllä*)	'be how'
ha- . . .	(*hä*)	'do, make'
pöp- . . .	(*pwä*)	'be seen'

If you look again at the -*ø*/-*yø*/-*a*/-*ä* forms in heavy type in the sentences above, you will see that none occurs at the end of a sentence. This -*ø* etc. ending, then, is a *non-sentence-final* ending, like -*ko* which we described in Unit 7.

You will also see that the forms ending in -*ø* etc. are followed by various other elements, and may be connected to them either directly (*kuläto*), by a hyphen (*takkø-jukesso*), or by space (*kønnø innun*).

If you compare the English equivalents (in italics) of these combinations above, you will see that:

1. those under A, consisting of forms in -*ø* plus a form of the verb *ju*(*si*)- . . ., mean '(please) *do for* some-

one (a *request*)'; the use of *ju*(*si*)- . . . indicates that the recipient is *inferior*; for example:

ikøt jø jusikessumnikka?	'Will you please give this to me?'
apønimi kukøl kusalam hante jusiyøssumnita.	'Father gave it to him.'

2. those under B, consisting of forms in -*ø* plus a form of the *verb tuli*(*si*)- . . ., mean '*do for* someone (an offer)'; the use of *tuli*(*si*)- . . . indicates that the recipient is *superior*.

wøn-hasimyøn, ku-tonun jeka tulikessumnita.	'If you don't mind I'll give you that money.'
kim-sønsängi ku-jhäk-sangul älamssu-sønsäng-hante tulisiyøssumnita.	'Mr. Kim presented the desk to Mr. Adams.'
jeka kutu-jom takkø-tulilkkayo?	'Shall I shine your shoes for you?'
apønim-hante ku-malssum tulisikessumnikka?	'Are you going to tell that to father?'

3. those under C, consisting of forms in -*ø* plus any one of a number of verb stems, have meanings like the following:

alø-tut- . . .	'understand' ('know + listen')
mulø-po- . . .	'ask (a question)' ('ask + see')
nälya-ka- . . .	'go down' ('descend + go')
tulø-ka- . . .	'go in' ('enter + go')
tulø-o- . . .	'come in' ('enter + come')
nä-ka- . . .	'take away' ('take + go')
*kalø-ip**- . . .	'change clothes' ('change + wear')
kølø-ka- . . .	'walk' ('walk + go')
ka-po- . . .	'go (and) see' ('go + see')
kønnø-ka- . . .	'cross' ('cross + go')

Note: -*ø* forms plus a form of the stem *po-* . . . ('see') often mean 'try . . .' (for example: *ph*(*i*)*yø-po-* . . . 'try (a cigarette)' *møkø-po-* . . . 'taste', etc.)

4. those under D, consist of forms in -*ø* plus an ending (-*ji*-, -*to*, -*ya*);

a. with a verb-forming ending -*ji*-, followed by various verb endings, the combinations mean '*is getting* . . ., etc.';

b. with the ending *-to* 'also, too', the combination means '*even though*, *even if*, etc.';

c. with the ending *-ya*, followed by a form of *ha-* . . . 'do, make', the combination means '*have to* . . ., *should* . . .'.

Note: The syllables *-ya-ha-* of such a phrase are often contracted in rapid speech, so that *kaya-hakessumnita* is also heard as *kayakessumnita*. You remember that *h* between vowels is often so weakly pronounced in rapid speech that it disappears (*johun* or *joun*); and that the second of two double vowels is often dropped, so that *-aha-* becomes *-a-*.

5. those under E, consisting of forms in *-ø* plus the copula form *-(i)yo*, are roughly equivalent to simple forms such as *øpsumnikka* (= *øpsøyo*), except that the formality level is somewhat lower.

6. those under F, consisting of forms in *-ø* followed by a form of *iss-* . . . (*innun*), mean '[*that*] *which is* . . . .'

You have seen that these forms in *-ø* etc., are used in the combinations above before the copula (*kuläyo*) and before other verbs (*ssø-jusipsiyo*) just as other nouns may be used in these positions. We see here again, then, as with the *-ko* forms, a noun form based on a verb, or a gerund, and we shall speak of the *-ø gerund*.

Here are some additional examples:

A

ø-ju(si)- . . .	
i-tuljhang-jom yølø-jusipsiyo.	'Please open this window for me.'
i-yangpok-jom tälyø-jukesso?	'Could you press this suit for me?'
jø, jim-jom nälyø-jusikesso?	'Oh, would you please get my baggage down for me?'
jø, pi-ot-hako mojan kolpangeta jom kølø-jusipsiyo.	'Oh, please hang my rain-coat and hat up in the closet.'
josøn-mal jom kalukhyø-jusipsiyo.	'Please teach me some Korean.'

B

-ø-tuli- . . .	
jeka kutu takkø-tulikessumnita.	'I'll shine your shoes for you.'
pul khyø-tulilkkayo?	'Should I turn the lights on?'

ku-phyønji ilkø-tulilkkayo?
tøn-mul jom tø nø-tulilkkayo?

-*ø*- . . .
uli i-umsikjøme tulø-kajiyo.
uli yøkisø kilul kønnø-kajiyo.
jø-salam-hante mulø-posiyo.
uli hanpøn møkø-popsita.
yøki-tampä-hana phiyø-posijiyo?

uli sajin-kukyøng tulø-kalkkayo?

nali jowajimnita.
yøkwane kato, ku-salam øpsumnita.

salamun pappøya-hamnita.
. . . issøya-hamnita.

-*ø*(-)(*i*)*yo*
jikum pam-møkøyo.
hwalttong-sajin-kwan phøk khøyo.
yøki salami phøk manhøyo.
nali tto tøwøyo.
pang-hana øpsøyo?

'Do you want me to read that letter to you?'
'Do you want me to put some more hot water in?'

C

'Let's go into this restaurant'.
'Let's cross the street here.'
'Ask that person.'
'Let's taste it once.' ('Let's eat [it] once and see.')
'Try a Korean cigarette.' ('Smoke a here-cigarette and see.')
'Shall we go in to see the picture?'

D

'The weather's getting better.'
'Even though you go to the hotel, the man won't be there.'
'People ought to keep busy.'
'There [always] has to be . . .'

E

'He's eating now.'
'The theater is very big.'
'There are a lot of people here.'
'It's hot again.'
'Don't you have a room?'

3. *Korean equivalents of English "not"*

We have seen the following sentences:

A

an*-imnita*	'It is**n't** [so]'.
hyøngjepunun ***an****-kesimnikka?*	'Do**n't** you have any brothers?'
an*-iyo, ajuk* ***an****-møkøssumnita.*	'No ('it is**n't**'), I have**n't** eaten yet.'
pika ***an****-omyøn, . . .*	'If it does**n't** rain, ...'
jal ***mot****-alø-tukkessumnita.*	'I do**n't** ('ca**n't**') understand you very well.'

B

*an-iyo, kuløkhe møl****ji ans****sumnita.*	'No, it's **not** so far from here.'
*pyøllo tøup****ji ans****so.*	'It's **not** especially hot.'
*nuku na køli-jom annä-nä-julssalam, kuhä jusi****ji mot-ha****lkkayo?*	'Ca**n't** you get someone to show me around?'

In all of the above sentences, we see that the elements *an-* and *mot-* come before the various forms of *verb* stems.

In A, we see that the element *an-* does not make any changes. The element *mot-*, however, may undergo a number of changes when combined with a following verb. Listing the forms with *mot-* which we see here, and other such combinations, we have:

Column I		*Column II*		
		Group I		
po- . . .	'look at'	*mot-po- . . .*	(*moppo- . . .*)	'cannot look at'
tani- . . .	'go regularly'	*mot-tani- . . .*		'cannot go regularly'
japsu- . . .	'eat'	*mot-japsu- . . .*	(*mojjapsu- . . .*)	'cannot eat'

ka- . . .	'go'	*mot-ka- . . .*	(*mokka- . . .*)	'cannot go'
sikhi- . . .	'order'	*mot-sikhi- . . .*		'cannot order'
ha- . . .	'do'	*mot-ha- . . .*		'cannot do'
yøl- . . .	'open'	*mot-yøl- . . .*		'cannot open'

Group II

ttøna- . . .	'arrive'	*mot-ttøna- . . .*	(*mottøna- . . .*)	'cannot arrive'
ssu- . . .	'use'	*mot-ssu- . . .*	(*mossu- . . .*)	'cannot use'
tha- . . .	'ride'	*mot-tha- . . .*	(*motha- . . .*)	'cannot ride'
khi- . . .	'turn on'	*mot-khi- . . .*	(*mokhi- . . .*)	'cannot turn on'

Group III

masi- . . .	'drink'	*mot-masi- . . .*	(*monmasi- . . .*)	'cannot drink'
näli- . . .	'go down'	*mot-näli- . . .*	(*monnäli- . . .*)	'cannot go down'

Comparing Column I with Column II, we see that:

1. in Group I, the final *t* of the element *mot-* may either:
   a. undergo no change (in any of the forms); or
   b. *t-p* may become *pp*, *t-j* may become *jj*, and *t-k* may become *kk*;
2. in Group II, before stems beginning with a double consonant or a consonant plus *h*, the *t* may either:
   a. undergo no change; or
   b. may be lost; so that *t-tt* becomes *tt*, *t-ss* becomes *ss*, *t-th* becomes *th*, *t-kh* becomes *kh*, etc.
3. in Group III, before stems beginning with *m* or *n* the *t* may either:
   a. undergo no change; or
   b. may change to *n* (*t-m* becomes *nm*, *t-n* becomes *nn*).

In B, we see that the first element in heavy type in each sentence is an ending *-ji* added to a verb stem.

Tabulating these verb-stem plus *-ji* combinations and others like them, we have:

Column I			*Column II*
		Group I	
jusi- . . . (f.)	'give'	*jusiji*	
ha- . . .	'do, make'	*haji*	
		Group II	
møl- . . .	'be far'	*mølji*	
yøl- . . .	'open'	*yølji*	
		Group III	
tøup- . . .	'be hot'	*tøupji*	
almaj- . . .	'fit'	*almajji*	
møk- . . .	'eat'	*møkji*	
		Group IV	
siph- . . .	'be desirable'	*sipji*	
øps- . . .	'not be'	*øpji*	
ilk- . . .	'read'	*ikji*	
takk- . . .	'shine'	*takji*	
		Group V	
alø-tul- . . .	'understand'	*alø-tujji*	
pis- . . .	'comb (hair)'	*pijji*	
tah-* . . .	'arrive'	*tajji*	
køl-* . . .	'walk'	*køjji*	

Group VI

kath- . . .	'be like'	*kajji*
iss- . . .	'exist'	*ijji*

Group VII

joh- . . .	'be good'	*jojhi*
noh- . . .	'put down'	*nojhi*
kuløh- . . .	'be like that'	*kuløjhi*
nøh- . . .	'put in'	*nøjhi*
olh- . . .	'be right'	*oljhi*
manh- . . .	'be many'	*manjhi*

Group VIII

kam- . . .	'wash (hair)'	*kamjji*

Comparing Column I with Column II, we see that:

1. in Groups I, II, and III, verb stems ending in a vowel, *l*, *p*, *j*, or *k* undergo no change before the ending *-ji*;

2. in Group IV, verb-stem-final consonant groups consisting:

 a. of *p*, *j*, or *k*, plus *h*, and *p* or *k* plus *s*, lose the *h* or *s* (*psj* becomes *pj*, etc.);

 b. of *l* plus another consonant (*lk* etc.) lose the *l*, (*lkj* becomes *kj*, etc.);

 c. of double consonants (*pp*, *jj*, *kk*) lose the second consonant before the *j* of the ending; (*kkj* becomes *kj*, etc.);

3. in Group V, verb stems ending in *t*, *s*, h*, or l* change these consonants to *j* before the *j* of the ending (*tj*, *sj*, h*j, l*j all become *jj*);

4. in Group VI, verb-stems ending in *th* or *ss*, lose the *h* or *s*, and change the remaining *t* or *s* to *j* before the *j* of the ending (*thj* and *ssj* both become *jj*.).

5. in Group VII, verb stems ending in *h* preceded by

a vowel or *l* or *n*, shift the *h* to the other side of the *j* of the ending (*lhj* becomes *ljh*, and *nhj* becomes *njh*);

6. in Group VIII, after verb stems ending in *m*, the *j* of the ending doubles (*-mj-* becomes *-mjj-*).

We can see by the sentence examples in B above that the forms in *-ji* (*jusiji*, *mølji*, *tøupji*) are used before following forms based on verb stems (*jusiji mot-ha-* . . ., *mølji anh-* . . .) just as other *nouns* may be used in these positions. We have seen similar noun-verb combinations with the *-ko* gerund (*møkko siph-* . . .) and the *-ø* gerund (*alø-tul-* . . .). We shall call this form the *-ji* gerund.

If you look at the sentences above, you will see that there are a number of different ways of saying "not" in Korean:

1. (in A) by putting *an-* before the verb stem; or
2. (in A) by putting *mot-* before the verb stem;
3. (in B) by using the *-ji* gerund of the verb followed by a form of *anh-* . . . 'not be';
4. (in B) by using the *-ji* gerund of the verb followed by a form of *mot-ha-* . . . 'not do, not make.'

If you observe the English equivalents of the sentences above you will see that the equivalents of the forms with *an-* or the combination *-ji anh-* . . . are 'don't' *or* 'isn't', whereas the equivalents of forms with *mot-* or the combination *-ji mot-ha-* . . . are 'can't (do)' *or* 'can't be'. These are the ways of forming the *negative* in Korean.

If you inspect the verb stems in the above sentences, you will see that those with *an-* or *mot-* before them (under A) are all stems which indicate a certain activity ("exist", "eat", "understand", "come", etc.) Such stems we will call *action* stems. The copula stem *-i-* . . . may be preceded by *an-* (*an-imnita*).

You see that there are no stems indicating a quality or a state ("be big," "be far", "be thankful", "be warm", etc.) in the group of sentences under A, that is, *an-* and *mot-* are *not* put directly before such stems. These stems, in contrast to the action stems, we will call *description* stems.

In the *Finder Lists*, almost all of the description stems will have 'be . . .' as their English equivalents (*tøup-* . . . 'be warm'; *khu-* . . . 'be big'; *møl-* . . . 'be far', etc.).

In the event that a new description stem does not have 'be . . .' as its English equivalent, it will be entered in the *Finder List* with (descr.) after it.

Note: A few stems will fall into both classes, when the meanings are both active and descriptive. For example

khu- . . . 'be big' (description) and ***khu-*** . . . 'grow' (action).

If you will look again at the sentences containing the *-ji anh-* . . . and *-ji mot-ha-* . . . constructions (under B), you will see that these constructions are used with *any* verb, either active or descriptive.

Not only may no *description* verbs be preceded by *an-* or *mot-*, but some *action* verbs are likewise not commonly preceded either by *an-* or by *mot-*, as the case may be.

If you have not heard the particular forms with *an-* or with *mot-*, you may always safely use the *combinations* (*-ji anh-* . . . and *-ji mot-ha-* . . .) for any type of verb stem.

4. *Less formal "let's"*

a. You have seen the following sentences in this and previous units:

malssum-jom ***mulø-popsita.***	'May I ask you ('let me inquire') a question?'
ajuk amoteto kukyøngul mot-hässuni, amoteko ***kapsita.***	'I haven't seen the town at all yet, so let's go anywhere.'
ja. injen uli musun hakkyo-jom ***ka-popsita.***	'Well, let's go and see some of the schools now.'
ja. kulørn, uli kajhi sajin-kukyøng ***tulø-kapsita.***	'Well, let's go in and see the picture together.'

If we tabulate the forms in heavy type in the sentences above and others like them, we have:

Column I		*Column II*	
	Group I		
ka- . . .	'go'	*kapsita*	'let's go'
mulø-po- . . .	'inquire'	*mulø-popsita*	'let me inquire'
kulø- . . .	'be like that'	*kuløpsita*	'let's be like that'

		Group II	
køl- . . .	'hang up'	*køpsita*	'let's hang up'
tʉl- . . .	'go in'	*tʉpsita*	'let me go in'
		Group III	
noh- . . .	'put down'	*nopsita*	'let's put down'
nøh- . . .	'put in'	*nøpsita*	'let's put in'
		Group IV	
kup- . . .	'broil'	*ku(u)psita*	'let's broil'
		Group V	
ip-* . . .	'put on'	*ipʉpsita*	'let's put on'
tʉt- . . .	'listen'	*tutʉpsita*	'let's listen'
anj- . . .	'sit'	*anjʉpsita*	'let me sit'
pis- . . .	'comb (hair)'	*pisʉpsita*	'let's comb'
kam- . . .	'wash (hair)'	*kamʉpsita*	'let's wash'
køl-* . . .	'walk'	*kølʉpsita*	'let's walk'
takk- . . .	'shine'	*takkʉpsita*	'let's shine'
iss- . . .	'exist'	*issʉpsita*	'let's stay'

If you compare the forms in Column I with those in Column II, you see that:

1. the ending is *-psita* after stems ending:
   - a. in vowel (Group I);
   - b. in *l* which is lost (Group II);
   - c. in *p* which becomes *ʉ* (which may be lost) (Group IV);

Note: Stems in *-h* may:

1. drop the *h* (and act like vowel-final stems) (*kulø-* . . . in Group I);
2. drop the *h* (*nopsita*, etc.) *or* keep it (and act like consonant-final stems) (*nohupsita*, *nøhupsita*);

2. the ending is *-upsita* after stems ending in other consonants (including *p** and *l**).

In Unit 4.B.1.3 we talked about forms with the ending *-sipsita*/*-usipsita* ("let's . . .").

If we compare the following:

A		B
kasipsita	'let's go'	*kapsita*
tusipsita	'let's go in'	*tupsita*
anjusipsita	'let's sit [down]'	*anjupsita*

we see that the forms under A are longer than those under B. We see that the difference lies in the stem-formalizer *-si-*/*-usi-*.

The "let's . . ." ("let us, let me, etc.") ending is *-psita*/*-upsita*. The forms with this ending are less formal (may be only "me") than those based on formalized stems (ending in *-si*/*-usi*) ("us") (includes a "you" and/or "he" about whom the speaker is more formal) (who are the speaker's superiors).

2. Covering English and Korean of Word Study (Individual Study)

Check yourself on your knowledge of the Word Study by covering first the English, then the Korean, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Korean. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? (Individual Study)

1. Complete the following sentences by supplying the proper Korean forms for the English in parentheses:

1. *na josøn-mal jal* (since [I] don't know), *jom jhønjhøni malssum-hasipsiyo.*
2. *ku-salam josøn-malun haljjul* (although [he] knows), *yøngønun molumnita.*
3. *josøn-umsiki jom møkko* ([it]'s desirable, so . . .), *uli josøn-umsikjømulo kajiyo.*
4. *ku-salam yøngø haljjul* ([he] knows, but . . .), *jal hajinun mot-hamnita.*
5. *jikum* (if [you] go), *messie osikessumnikka.*
6. *ikøn nømø* ([it]'s small, so . . .), *jom-tø khun-køl katta-jusipsiyo.*
7. *ku-salami* (when [he] comes), *ku-malul hasiyo.*
8. (Because it's raining), *onulun jipe ikkessumnita.*
9. *pangun* (there are a lot, but . . .), *johun-pangun øpso.*
10. *yokie sønghamul* (if [you] sign [for] me), *komapkessumnita.*
11. *onulun nali* (since [it]'s good), *uli jom nakajiyo.*

2. Complete the following sentences with the proper forms of the *-ø gerund* based on the verb stems in parentheses:

1. *søyang-umsiki jom møkko (siph- . . .) wassumnita.*
2. *ku-salam-hante ka mulø-(po- . . .)-jusipsiyo.*

3. *uli koki (kup- . . .) møkjiyo.*
4. *osul jom (täli- . . .) ipko kajiyo.*
5. *phyønjika omyøn, je-pangulo kot (ponä- . . .) jusipsiyo.*
6. *jhäk-sangul hana tø (noh- . . .)-jusipsiyo.*
7. *i-poktoe pul (khi- . . .) (noh- . . .)-tulkkayo?*
8. *i-jipe nukuka (tul- . . .) isso?*
9. *pange tuljhangul jom (yøl- . . .)-jusipsiyo.*
10. *nali phøk (tøup- . . .)jimnita.*
11. *ku-salam-hante kukøl (kalukhi- . . .)-jusijiyo?*
12. *i-ujae jom (anj- . . .) kesipsiyo.*
13. *kim-sønsäng-hante jal mal-(ha- . . .)-jusiyo.*
14. *josøn-mal phyønjimyøn, jeka (ilk- . . .)-tulilkkayo?*
15. *jom møløto, uli (køl- . . .)-kajiyo.*

3. Change each of the following sentences to each of the possible *negative* forms (number of possibilities indicated by number after each sentence):

1. *kukøn khøyo.* (2)
2. *jøn yøngø hamnita.* (4)
3. *onulun nali tøupsumnita.* (1)
4. *pangi pyøllo josso.* (2)
5. *ku-salami kato, nan kakessumnita.* (4)
6. *jikum ponä-tulimnita.* (2)
7. *ku-il sijak-hakessumnita.* (4)
8. *josønenun khun-jipi manssumnita.* (1)
9. *jøn tampä phimnita.* (4)
10. *yøkisø mømnita.* (1)

4. Change the formal "*let's*" forms in the following sentences to informal and give possible English equivalents:

1. *uli onul jønyøk kajhi japsusipsita.*
2. *jom møni, uli jatong-jha thako kasipsita.*
3. *näil-ajhumen ilkopsie ilønasipsita.*
4. *ja. uli kuløm ku-salam-hante phyønji hasipsita.*
5. *uli moja-hako pi-osun yøkie køsipsita.*

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Korean for each of the exercises in the preceding section. Then give the English equivalents of all the expressions in the exercise. The Group Leader will direct your work.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Korean for each English expression without having to read it from the book. The Group Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Korean immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, with book open, then take parts and carry on the conversation.

1. Adams goes sight-seeing.

Record 19B, after 1st spiral.

annäja — *øtelul jhøum kasiko siph* [illegible]
Adams — *nan jal moluni, amoteko* [illegible]
annäja — *kuløm, jeka jeil mønjø* [illegible]*ønjap-han-kølilo annä-hä-tulijiyo.*
Adams — *yøpo. ike jongnoyo?*
annäja — *ye.*
Adams — *jham yøkito khun-jipi manhunteyo. ja. uli jom sølsøl køjjiyo.*
annäja — *ye.*
Adams — *jøkøt musun jip-imnikka.*
annäja — *kuke yøkisø jeil-khun-päkhwajøm-imnita.*
Adams — *yøki iløkhe* [1] *khun-päkhwajømi manssumnikka?*
annäja — *an-iyo. køjø mekkä ijjiyo.*

---

[1] 'Like this.'

2. They talk about the buildings.

Record 19B, after 2nd spiral.

Adams — *jø, kil-kønnø-innun-jipun mwøs-imnikka.*
annäja — *kuke yøki pujhøng-imnita.*
Adams — *uli køki-jom ka-popsita.*
annäja — *ye. kuløm, yøkiesø kilul kønnø-kajiyo.*

(they go into the City Hall)

annäja — *mikuken iløkhe khun-jipi manjhiyo¿*
Adams — *ye. konmata jham manssumnita.*
annäja — *ike josønsønun jeil-khun-pujhøng-imnita.*
Adams — *ye, kuläyo¿ jham khumnita.*

(they leave City Hall)

Adams — *yøki hakkyo manssumnikka?*
annäja — *ye. manssumnita.*
yøki tähak kukyøng-kasilkkayo?
Adams — *ye. kuløjiyo.*
annäja — *kuløm, uli jø-jønjha thajiyo.*
Adams — *jønjhakkapsi ølmajiyo.*
annäja — *ojøn-imnita.*
Adams — *ja. kuløm, yøki sipjøn issuni, näsiyo.*

3. Adams asks if there are any theaters.

Record 19B, after 3rd spiral.

Adams — *jham, yøki hwalttong-sajin-kwan øpsøyo?*
annäja — *wäyo. yøkisø jønjha thako, han sippun-mankamyøn, jham manssumnita.*
Adams — *ja. kuløm uli kapsita.*

(at a movie box office)

Adams — *sajin pølssø sijak-hässo?*
phyo phanʉn-salam[1] — *an-iyo. ajʉk an-hässʉmnita.*
Adams — *messie hajiyo?*
phyo phanʉn-salam — *ilkopsie hamnita.*
Adams — *kʉløm, jikʉm ilkopsi-ini, uli tʉlø-kapsita.*
annäja — *jønʉn kaya-hakessumnita.*
Adams — *ø wä kʉläyo¿*
kajhi kukyøng-hasijiyo.
annäja — *ani-olssita.*[2] *honja hasipsiyo.*
Adams — *kʉløm, na honja yøkwan kalssʉ issʉni, mønjø kasiyo.*

SECTION E—CONVERSATION

1. Covering the Korean of Basic Sentences (Individual Study)

Cover the Korean of the *Basic Sentences* and practice saying the Korean equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Korean expressions for the English equivalents in the *Basic Sentences* as the Group Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. By now you have a fair amount of material that you can bring into your conversations. Invent new combinations of subject matter.

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[1] 'ticket-seller'
[2] Nothing doing ('it isn't right').

Work through these situations, saying in Korean whatever fits the situation, taking parts as you have done in the previous units.

1. *Getting a guide.*

You ask the hotel clerk if he can get someone to show you around town a little. The clerk says that he'll get a good guide for you. He says he'll send him to you when he comes in. You ask him about what time he'll come. The clerk says that he'll probably come soon — about two o'clock. Before you leave, you ask if there's any mail for you. The clerk says that a letter from America just came. He gives it to you, you thank him, and tell him to send up any other letters that might come.

2. *Sightseeing.*

When the guide comes, he asks you where you'd like to go first. You suggest that, since you haven't seen anything at all yet, you start any place. As you walk along, you ask your guide about the various buildings, the streets, etc. You ask him to take you to Main Street. After a while, you ask about the schools, the city hall, theatres, etc. You notice that there are quite a few big buildings; the guide points out the various buildings to you.

Pretty soon, you find that it's getting warm. You suggest having something cold to drink. You go into a restaurant and order some beer.

3. *Going to a movie.*

After you've cooled off, you ask about the movie theatres. The guide tells you that there's one about thirty minutes walk from the restaurant. You say that's too far to walk, because it's so warm. You ask if you can get there by street-car. The guide says that it's only about ten minutes by street-car. You take a street-car, and soon the guide tells you that it's time to get off.

The guide points out the movie theatre. You walk over and ask the ticket-seller if the movie has started yet. He tells you that it hasn't started yet. "It starts in five minutes," he says, "at seven o'clock." You ask the guide if he'd like to go in and see the movie with you. He says that he would.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

FINDER LIST

akka	a little while ago
amo	any
amoteko	any place
amoteto	any place
anh- . . .	not be
annä-ha- . . .	guide
annäja	guide
-hante	to, for
na-hante	to me, for me
hi- . . .	be white
hin-køt	white thing
huli- . . .	be cloudy
hulyøji- . . .	get cloudy
hwalttong-sajin	moving picture(s), movies
hwalttong-sajin-kwan	movie theatre
iløna- . . .	get up, rise
jeil	first, foremost, most
jeil pønjap-han-køli	the most crowded street
jokkom	a little
jokkom-jøne	a little (while) before

jongno	main street
jølmun-hakkyo	college(s)
jøløh- . . .	be like that
jøløkhe	like that
jøngyujang	(street-car) stop
jønjha	street-car
ka- . . .	go
ka-po- . . .	go and see
kapsita	let's go
kath- . . .	be like, be similar
katta-no(h)- . . .	bring for (someone)
pange katta-nwassumnita	[I] brought [it] to [your] room
kil	road, street
kkäu- . . .	wake up
køli	road, street
køli kukyøng-ha- . . .	go sightseeing
køl- . . .*	walk
kølø-ka- . . .	go by foot, walk
kuha- . . .	try to get something
kukyøng	sight, show
kukyøng-ha- . . .	watch, see (a show)
kukyøngul mot-hässum	since [I] haven't seen
køli kukyøng-ha- . . .	go sightseeing
sajin kukyøng-ha- . . .	see (a) movie(s)

manh- . . .	be many, be much
manhunteyo	there (certainly) are many
mejh- . . .	amount, how many
mekkä	a few objects or pieces
jøløkhe khun-jipi mekkä issumnita.	There are a few big buildings like that.
mekkäna	about how many objects or pieces
tähaki mekkäna ijjiyo?	(About) how many universities are there?
møl- . . .	be far
mølji anssumnita	it's not far
yøkisø mønkayo?	Is it far from here?
møløto	even if it's far
mønjø	first of all
øtel mønjø kasiko siphusimnikka?	Where would you like to go first?
mul- . . .	inquire
mulø-po- . . .	ask (for information)
musun	which, which kind, some, some kind
na	I
na-hante	to me, for me
nä- . . .	take
nä-ka- . . .	take away
näli- . . .	descend, go down
taum jøngyujangesø	[We] get off at the next stop.
ø	oh!
päkhwajøm	department store

phyo phanun-salam	ticket-seller
phyønji	letter(s), mail
ponä- . . .	send
pønjap-ha- . . .	be crowded
pølssø	already
ppun	only
pujhøng	city hall
pun	minute(s)
pyøktol	brick(s)
sijak-ha- . . .	start, begin
sølsøl	slowly, leisurely
taum	next
tähak	university
tähaki mekkäna ijjiyo?	(About) how many universities are there?
tha- . . .	ride
uli jø-jønjha thajiyo.	Let's take that street-car.
tut- . . .	hear, listen
yølttuø	about twelve
jølmun-hakkyoka yølttuøkä	about twelve colleges

UNIT 10

SHOPPING

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then do the *Hints on Pronunciation*; and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Adams speaks to the hotel clerk

ENGLISH EQUIVALENTS	*AIDS TO LISTENING*
	Adams
Record 20A, beginning.	
things to buy	*salkkøt*
since there are	*innunte*
shop	*sangjøm*
I want to buy a few things today; is there a shop around here?	*onul mwøt-jom salkkøsi innunte, yøki sangjøm øte ijjiyo?*
	Clerk
near (place)[1]	*kakkaunte*
There's a department store right near our hotel.	*päkhwajømi hana palo uli-yøkwanesø kakkaunte issumnita.*

---

[1] Not on record.

	Adams
Is that so? Where is it?	*kuläyo? øtejiyo?*
	Clerk
As you go right down this street, there's a big building on the right.	*i-kilul kojjang kasimyøn, palun-jjoke khun-jipi issumnita*
(Adams meets Kim in the lobby)	
	Adams
Oh, it's you, Mr. Kim!	*kim-sønsäng osimnikka.*
	Kim
Yes, hello. Oh, where are you going?	*ye. annyøng-hasimnikka. kuløntе, øtel kasimnikka.*
	Adams
being that there are[1]	*issøsø*
I'm on my way out	*nakanun-kil-imnita*
I have a few things to buy, and I'm just going out.	*myøt-jom salkkøsi issøsø, nakanun-kil-imnita.*
	Kim
that way	*kuli*
since I'm going on my way	*kanun-kil-ini*
Well, I'm going that way, too,[1] so suppose I show you the way.	*kuløm, jøto kuli kanun-kil-ini, jeka annä-hä-tulilkkayo?*

---

[1] Record has 'being'.

Adams

Aren't you busy?	*pappusiji anhusimnikka?*

Kim

it doesn't matter [1]	*kwănjhanssumnita* [1]
No, it's all right.	*an-iyo, kwănjhanssumnita.*

(they go to the department store)

Adams (to a clerk)

shirt(s)	*waisyajhu*
department	*pu*
Where's the shirt department (here)?	*waisyajhu-punun øte ijjiyo?*

Clerk

fourth floor	*sajhung*
elevator	*sungkangki*
please [1] go up	*olla-kasipsiyo*
It's on the fourth floor. Go up on that elevator.	*sajhunge issumnita. jø-sungkangkilul thasiko, olla-kasipsiyo.*

Adams (to the clerk)

show me	*pwă-jusiyo*
Show me some shirts.	*waisyajhu-jom pwă-jusiyo.*

---

[1] Not on record.

	Clerk
Record 20B, beginning.	
collar	*khalla*
how many	*mejhul*
do you wear	*ipusimnikka*
What size (collar) do you wear?	*khallanun mejhul ipusimnikka.*
	Adams
sixteen	*simnyuk*
Show me sixteen.	*simnyukul pwä-jusiyo.*
	Clerk (showing him some shirts)
color	*säk*
We have both white and colored ones.	*hin-køtto mankho, säkto manssumnita.*
	Adams (to *Kim*)
does it look okay?	*jowa-pömnikka?*
Which one do you like?	*ønukøsi jowa-pömnikka.*
	Kim
something (that will be) better	*nalkkøt*
it's like [1]	*kathumnita* [1]
The white one seems to be better.	*hinke nalkkøt kathumnita.*
	Adams (to the clerk)
How much is this one?	*ikøt ølmajiyo?*

---

[1] Not on record.

	Clerk
sixty	*yuksip*
Three *wøn*, sixty *jøn*.	*samwøn yuksipjøn-imnita.*
	Adams
Then I'll buy a couple of them.	*kuløm, han tuøkä sajiyo.*
	Clerk
socks or . . .	*yangmal-ina*
ties or . . .	*thaina*
handkerchiefs ('hand-towels')	*son-sukøn*
don't [you] need	*soyong-tösiji anssumnikka?*
Don't you need any socks, ties or handkerchiefs?	*yangmal-ina, thaina, sonssukønun, soyong-tosiji anssumnikka?*
	Adams
there isn't [any] need, but . . .	*soyong øpji-man*
black	*kømjøng*
about three	*sønøt*
about four	*nøtøt*
pairs	*khølle*
Oh, I don't need any ties or handkerchiefs, but give me about three or four pairs of black socks.	*jham. thai-hako sonssukonun soyong øpji-man, kømjøng-yangmal han sønønøtøkhølle jusiyo.*

---

[1] Not on record.

Kim

[I] [1] have to buy	*saya-hakessumnita*
Oh, I have to buy some, too.	*jham. nato-jom saya-hakessumnita.*

Adams

Record 21A, beginning.

underwear	*näpok*
sets (of clothes)	*pøl*
I want to buy about three sets of underwear, too.	*na [2] jham, näpokto han sønøpøl saya-hakessumnita.*

(a little while later)

before spending money	*ton ssuki-jøne*
Let's get out before I spend any more (money).	*øsø ton-tø ssuki-jøne nakajiyo.*

(to the clerk)

tooth powder (or paste)	*jhiyak*
tooth brush(es)	*jhissol*
selling place	*phanunte*
By the way, is there a place where I can get tooth powder and brushes?	*kuløntę, jham, yøki jhiyak-hako jhissol phanuntenun øtejiyo?*

Clerk

stairway	*jhungjhungtä*
Yes, it's on the right side as you go down that stairway.	*ye. jø-jhungjhungtälo nälyø-kasimyøn, palunjjoke issumnita.*

---

[1] Not on record.

[2] First repetition has *nato.*

	Adams
Thanks.	*ye.*
	Kim
you bought	*sasøssumnita*
You certainly bought a lot!	*jham mani sasøssumnita.*
	Adams
package(s)	*jim*
Look at all these packages! ('Are there quite a few packages?')	*jimi ike mekkāmnikka.*
	Kim
up to *or* until	*kkaji*
[I] will accompany [you] [1]	*mosiko kakessumnita*
I'll walk you to your hotel.	*jeku yøkwan-kkaji mosiko kakessumnita.*
	Adams
Don't think of it!	*jhønmane-malssum-imnita.*
I can go alone. Good-bye!	*na honja kalssu issumnita. annyøngi kasipsiyo.*
	Kim
[Well], I'll be seeing you!	*tto pōpkessumnita.*

Before you go through the *Basic Sentences* a second time, read the following:

---

[1] Record has 'will accompany'.

2. Hints on Pronunciation

When *k* comes after *ng* be sure to pronounce it as it is between vowels, that is, like English *g*:

PRACTICE 1

Record 21A, after 1st spiral.

sŭngkangki	'elevator'
jøngkøjang	'(railroad) station'

Be sure that you aspirate fully the aspirated consonants, *kh* and *ph* even when they are followed by *y*:

PRACTICE 2

Record 21A, after 2nd spiral.

sikhyø-jusipsiyo	'please order for [me]'
phyønganı	'comfortably'
phyøngyang	'Phyøngyang' (name of a city)

Check up on your pronunciation of the unrounded vowels. Remember that for *ŭ* you keep your lips spread and do not protrude them; for *u* you round your lips and protrude them slightly:

PRACTICE 3

Record 21A, after 3rd spiral.

**usan*	'umbrella'
**ŭsa*	'doctor'

In making the *ø* vowel, be sure to keep your lips a bit lax and do not protrude them. For *o*, round your lips and keep them tense:

PRACTICE 4

Record 21A, after 4th spiral.

omnita	'[it] comes'
**ømnita*	'[it] freezes (water)'

SECTION B—WORD STUDY

1. Word Study (Individual Study)

1. *Korean equivalents of English "to, toward; through; by"*

So far we have learned the following endings which are added to noun stems: *-i/-ka*, *-ŭn/-nŭn*, *-e*, *-sø*, *-ŭ*, *-lŭl*.

Now observe the following sentences from this and preceding units:

*je-**pangʉlo** ponäsipsiyo.* 'Please send [him] up **to** my **room.**'

*ön-**jjokʉlo** kasipsiyo.* 'Please go **to the** left **side.**'

*jø-**jhʉngjhʉngtälo** nälyø-kasimyøn, palʉn-jjoke issʉmnita.* 'It's on the right side as you go down (**by means of**) that **stairway.**'

*kʉløm, mønjø jeil pønjap-han-**kølilo** annä-hä-tʉlijiyo.* 'Then first I'll show you the most crowded street.' ('I'll guide you **through the** most crowded **street.**')

***kʉnʉllo**-jom køjjiyo.* 'Let's go for a little walk **in the shade.**'

***pyøllo** halkkøt øpsʉni, mwøtʉnji hajiyo.* 'I've got nothing special (**'in particular'**) to do, so anything'll be all right.'

If we tabulate the forms in heavy type, we get:

Column I		*Column II*	
		Group I	
pang-	'room'	*pangʉlo*	'to the room'
jjok-	'side'	*jjokʉlo*	'to the side'
		Group II	
jhʉngjhʉngtä-	'stairway'	*jhʉngjhʉngtälo*	'by the stairway'
køli-	'street'	*kølilo*	'to the street'
kʉnʉl-	'shade'	*kʉnʉllo*	'in the shade'
pyøl-	'particular'	*pyøllo*	'in particular'

If you compare the noun stems in Column I with the longer forms in Column II, you see that:

1) in Group I, noun stems ending in a *consonant*, other than *l*, take the ending *-ʉlo*.

2) in Group II, noun stems ending in a *vowel*, or in *l*, take the ending *-lo*.

If you look again at the English equivalents (in heavy type) of these forms ending in *-ulo* or *-lo*, you will see that:

1) the ending *-ulo*/*-lo* means 'to, toward' (*pangulo* 'to [the] room) (*ön-jjokulo* 'to the left side');

2) it means 'by' or 'by means of' (*jø-jhungjhungtälo* 'by means of that stairway');

3) it means 'along' or 'through (*kunullo* 'in (*or* along) the shade') (*kølilo* 'through the street');

4) it is often equivalent to English '-ly' (manner) (*pyøllo* 'particularly, specially, in particular').

Here are some additional examples of this ending:

jøngkøjangun øtelo kamnikka?	'How do we get to the railroad station?'
ku-salam jøkilo kassumnita.	'He went that way.'
pame ku-salami yøkilo omnita.	'He's coming here tonight.'
näil ku-yøkwanulo kakessumnita.	'I'll go to that hotel tomorrow.'

2. *Korean equivalents of English "to"*

You have seen the following sentences:

A

mullon, ølin-ätulun ta ***hakkyoe*** *tanikejjiyo?*	'Of course your young children all go **to school?'**
akka phyønji on-køt ***pange*** *katta-nwassumnita.*	'A letter just came ('a-little-while-ago the-letter thing-which-came'); I brought [it] **to** [your] **room.'**
kuløm, nä ku-pange ***tuljiyo.***	'Then I guess I'll move in**to that room**).'
tusie *ttønamnita.*	'It leaves **at two o'clock.'**

B

ale-jhungulo *nälya-kasijiyo?*	'Shall we [illegible]**stairs?'**
palun-jjokulo *kasipsiyo.*	'Go **to the right.'**

C

jeka ***yøkwan-kkaji*** *mosiko kakessumnita.* 'I'll walk you **to** [your] **hotel.'**

The part of the sentences in A which mean "to" is the noun ending *-e*; in B it is the noun ending *-lo/-ulo*; in C it is the noun *kkaji*, which is the last member of an attributive phrase.

While the English equivalent for all of these elements in these sentences is "to", you can see from the sense of the sentences in which the different elements occur that there is this difference:

1) in A, the noun ending *-e* means 'to and in'; *or* 'at';

2) in B, the noun ending *-lo/-ulo* means 'in the direction of *or* toward';

3) in C *kkaji* means 'up to but not in; until; as far as.'

kkaji is used with words of time, as well as place. For example: *nāil-kkaji kesipsiyo.* 'Please stay until tomorrow.' Here, the English equivalent will usually be 'until'. This is in contrast to the ending *-e* when it is used with words of time: *tusie ttønamnita.* 'It leaves at two o'clock.'

3. *More on -ø gerund forms*

In Unit 9 we tabulated most of the stems which we had up to that point to see how they form the *-ø* gerund. In the *Basic Sentences* of this unit we had the following sentence: *jø-sungkangkilul thasiko,* ***olla****-kasipsiyo.* 'Go up (riding) on that elevator.'

Tabulating the form *olla* (in heavy type) and others like it, we have:

Column I		*Column II*
		Group I
olu- . . .	'ascend'	*olla*
molu- . . .	'not know'	*molla*
talu- . . .	'be different'	*talla*

Group II

pulʉ- . . .	'call, summon'	*pullø*

We see that all of the stems in Column I end in *-lʉ-*. Comparing these stems with the forms in Column II, we see that:

1) in Group I, stems which end in *lʉ* and which have *a* or *o* in the preceding syllable drop the final *ʉ* and add *-la*, so that *olʉ-* . . . becomes *olla*;

2) in Group II, stems which end in *lʉ* but which have any vowel except *a* or *o* (such as *u*) likewise drop the final *ʉ* but add *-lø*.

Note: The stems *olʉ-* . . ., *molʉ-* . . ., *talʉ-* . . ., *pulʉ-* . . . and others like these will frequently be heard with *ll* in the stem, instead of *l*, so that you will hear *mollʉmnita* next to *molʉmnita*, *tallʉn-køt* next to *talʉn-køt*, *pullʉjiyo* next to *pulʉjiyo*, and so on. The *-ø* gerund form, however, always has *ll*.

4. *Past ending*

We have seen the following sentences in this and previous units:

annyøngi ***jumusøssʉmnikka.***	'Good morning!' ('**Did** [you] **sleep** peacefully?')
jinji ***japsusøssʉmnikka.***	'Good evening!' ('**Have** [you] **eaten?**')
mwølako ***kʉlʉsøssʉmnikka.***	'What **did** you **say?**'
mikuksø yøløpuni ***osøssʉmnikka.***	'**Did** many people **come** [with you] from America?'
an-iyo, honja ***wassʉmnita.***	'No, [I] **came** alone.'
*hananʉn kyølon-**hässʉmnita.***	'*He* (*she*)'**s married.**'
jikʉm il-halyø ***kassʉmnita.***	'[He]'**s gone** to work.'
*an-iyo, ajʉk an-**møkøssʉmnita.***	'No, [I] **haven't eaten** yet.'
kʉlønte, onʉl ***pappʉsøssʉmnikka.***	'By the way, **were** you **busy** today?'

ye. jom ***pappøssumnita.***	'Yes, [I] **was** pretty **busy.**'
akka phyønji on-køl pange ***katta-nwassumnita.***	'A letter just came; [I] **brought** it to [your] room.'
sajin pølssø ***sijak-hässo?***	'Is the picture on now?' ('**Did** the picture **start** already?')
jokkom-jøne ***sijak-hässumnita.***	'[It] just **started.**'

You can readily see that all of the above sentences end in verbs (in heavy type) which have a sentence-final ending *-sumnikka* or *-sumnita* (or *-so*).

You can also see that the part of the word that comes before the *-sumnikka* or *-sumnita* or *-so* looks like the *-ø* gerund plus *s*, so that we have an ending *-øs-* which is added to the simple stem and to which may be added any of the sentence-final endings.

Not only *-sumnikka* and *-sumnita* and *-so*, but also the ending *-jiyo* may be added to simple stems plus *-øs-*. Observe the following:

häs- . . .	*häjjiyo*
was- . . .	*wajjiyo*
kas- . . .	*kajjiyo*
møkøs- . . .	*møkøjjiyo*
pappøs- . . .	*pappøjjiyo*

When *-jiyo* is added to these forms ending in *-øs-* the *s* of the *-øs-* changes to *j*. Compare this with the change of the *s* of *hakes-* . . . to *j* in *hakejjiyo*.

Now, observe the following:

A	B
hässumnita	*hakessumnita*
møkøssumnita	*møkkessumnita*
alø-tutøssumnita	*alø-tukkessumnita*
anjøssumnita	*ankkessumnita*
mollassumnita	*mol(l)ukessumnita*

If you compare these two columns, you see that the forms are similar except that, while the forms in A add *-øs-* to the simple stem, those in B add *-kes-* before the sentence-final ending *-sumnita*.

If you look again at the English equivalents of the forms containing *-øs-*, you see that they express actions which are completed ('did eat', 'have slept', 'went', 'did', 'ate', etc.). Thus, while *-kes-* is the future marker, the ending *-øs-* is the *past* marker. And, just as we speak of the future stem (*hakes- . . .*), so do we speak of the past stem (*hās- . . .*). Remember that, just as the ending *-kes-* never comes at the end of a word, neither does the ending *-øs-*. It is always part of a longer word. So far we have seen the *-øs-* followed only by the sentence-final endings *-sumnikka*, *-sumnita*, *-so*, and *-jiyo*.

In later units, we will see what other endings (both sentence-final and non-sentence-final) may be added to the future and past stems.

5. *Another participle ending*

We have seen the following sentences:

jø kil-kønnø ***innun*** *khun kin-pyøktol-jipi pujhøng-imnita.* 'That big, white, brick building across the street is the city hall.' ('that street-across **it-being** big . . .')

onul muøt-jom salkkøsi ***innunte****, yøki sangjøm øte ijjiyo?* 'I want to buy a few things today; (so) is there a shop around here?' ('today a-little going-to-buy-thing[s] **there-being**-and, . . .')

nesi ***innunte****, kananun kyølon-hāssumnita.* '[I] have four (children), and one is married.' ('four **there-being**-and, . . .')

muøt-jom salkkøsi issøsø, ***nakanun****-kil-imnita.* 'I have a few things to buy, and I'm just going out.' ('**going-out**-way-it-is')

jøto kuli ***kanun****-kil-ini, jeka annā-hā-tulilkkayo?* 'I'm going that way, too, so suppose I show you the way?' ('I-too that-way **going**-way-since-it-is, . . .')

jhissol ***phanun****tenun øtejiyo?* 'Is there any place where I can get a tooth-brush?' ('tooth-brush **selling**-place-as-for is-there [any]?')

If we tabulate the forms in heavy type and others like them, we have:

Column I		*Column II*
	Group I	
ha- . . .	'do'	*hanun*
ka- . . .	'go'	*kanun*
ssu- . . .	'use, write'	*ssunun*
kulu- . . .	'say'	*kulunun*
khu- . . .	'grow'	*khunun*

		Group II
al- . . .	'know'	*anun*
køl- . . .	'hang up'	*kønun*
phal- . . .	'sell'	*phanun*
		Group III
kup- . . .	'broil'	*kumnun, kunnun*
*ip**- . . .	'put on (clothes)'	*imnun*
		Group IV
tut- . . .	'hear, listen'	*tunnun*
pis- . . .	'comb (hair)'	*pinnun*
*køl**- . . .	'walk'	*kønnun*
no(h)- . . .	'put down'	*nonnun*
nø(h)- . . .	'put in'	*nønnun*
*tah**- . . .	'arrive'	*tannun*
		Group V
møk- . . .	'eat'	*møngnun*
		Group VI
takk- . . .	'rub, shine'	*tangnun*
iss- . . .	'exist'	*innun*
øps- . . .	'not exist'	*ømnun*
		Group VII
ilk- . . .	'read'	*ingnun*

If you compare the verb stems in Column I with the corresponding forms in Column II, you see that:

1) in Group I, stems ending in a vowel add an ending *-nun*;

2) in Group II, stems ending in *l*, drop the *l* and add the ending *-nun*;

3) in Group III, stems ending in *p* or *p**, change the *p* or *p** to *m* and add the ending *-nun*; (Note: stems ending in *p* may also change the *p* to *n* before the *-nun*.)

4) in Group IV, stems ending in *t*, *j*, *s*, *l**, (*h*) or *h** change these final consonants to *n* before the *-nun* (so that *tn*, *jn*, *sn*, *l*n*, *hn* and *h*n* all become *nn*);

5) in Group V, stems ending in *k* change the *k* to *ng* before the *-nun*;

6) in Group VI, stems ending in double consonants (*kk*) or in groups of consonants (*ps*) (except *l* plus another consonant) drop the second consonant and change the remaining consonant before the ending (remaining *k* changes to *ng*, *s* to *n*, and *p* to *m*);

7) in Group VII, stems ending in *l* plus *p*, *t*, *j* or *k* drop the *l* and change the remaining consonant before the ending *-nun* (then *lkn* becomes *ngn*).

If you look at the list of stems again, you will see that they are all *action* stems. Description stems do not occur with the *-nun* ending. However, some stems may fall in both the action and description classes, so when they appear with the *-nun* ending, the stem has only the *action* meaning for this particular form. For example: *khu-* . . . 'be big' or 'grow'; then *khunun* 'which grows' or 'which is growing'.

Now look again at the Korean sentences. You see that all of the forms with *-nun* are followed by something else with which they may be connected, either directly (*innunte*), or by a hyphen (*kanun-kil*), or by space, (*jø kil-kønnø innun khun hin-pyøktol-jipi*). These second elements are nouns (*kil* 'road street, way') (*-te* 'place, situation', etc.) or *noun phrases* (*innun khun* . . .) You have already had forms based on verb stems which appear only in a phrase or compound with a following noun. These are the *-n* and *-l* participles. Here, the ending *-nun* marks another participle.

You can see from the word-for-word English equivalents that the forms with *-nun* correspond to English forms in *-ing* (going, selling, being, etc.). Thus while the *-n* participle indicates an action that is perfected (past) and the *-l* participle indicates an action in the future, the *-nun* participle indicates an action that is going on or in progress while the speaker is talking. We shall call it the *progressive participle.*

In the above sentences, we have the phrases *nakanun-kil-imnita* 'I'm going out' and *kanun-kil-imnita* 'I'm going'. These phrases are made up of a *-nun* participle plus the noun *kil* plus a form of the copula *-i-* . . . . The *-nun* participle of stems like *ka-* . . . 'go', *naka-* . . . 'go out', *o-* . . . 'come', and so on, in this kind of phrase is equivalent to the English 'I'm going', 'I'm coming', etc.

Additional examples:

jøki innun-salamun nukuyo?	'Who's that man over there?'
jøkisø sinmun ingnun-salam-hante mulø-posiyo.	'Ask the man who's reading the paper over there.'
ømnun-køl øtesø samnikka?	'Where can I buy anything (something) that they don't have?' (It's impossible to get it.)
tampä phinun-salamun tulø-oji mot-hamnita.	'People who smoke can't come in.'
u-jhunge olla-kasinun-kile ku-pul jom kkø-jusipsiyo.	'Please put out the lights as you go upstairs.'

6. *Korean equivalents of "about" and "or"*

You have seen the following sentences:

1) *thipun* ***ølmana*** *nojhiyo,* 'How **much** tip should I leave?'

2) *yøki tähaki* ***mekkäna*** *ijjiyo?* '**How many** universities are there here?'

3) ***yangmal-ina, thaina,*** *sonssukønun soyong tösiji anssumnikka?* 'Don't you need any **socks, (or) ties, or** handkerchiefs?'

Note that the forms in heavy type end in *-ina* or *-na.* These elements look like the *-na* ('although . . .') forms of the copula after consonant-final nouns (*-ina*) and after vowel-final nouns (*-na*).

As you can see from the English equivalents of (1) and (2), this *-ina/-na* is added to quantity words when asking for an *estimate* of the number, or quantity, of something.

In (3), when *-ina/-na* comes between two nouns the

English equivalent will usually be '*or*.' Remember that *-hako* also has different English equivalents, depending on whether it comes only after a noun ('with') or between two nouns ('and').

Additional examples:

messalam-ina wasso?	'About how many people came?'
mekkāna salkkayo?	'About how many should we buy?'
yøkisø ølmana mømnikka?	'About how far is it from here?'
pange-jang-ina ujanun nøngnøk-hajiyo?	'Are there enough chairs and drawers in your room?'

7. *Korean equivalent of "only; about; but"*

You have seen the following sentences:

A

sesu-man *hasillyømyøn sesusilun pyønso-yøphe issumnita.*	'If you *just* want to brush up, the washroom is next to the toilet.'
ppilu **tuøpyøng-man** *katta-jusiyo.*	'Bring us (*only*) a couple of bottles of beer.'
yøkisø han **sippun-man** *kamyøn, manssumnita.*	'There are a lot *about* a ten minutes' walk from here.'

B

kuløjhi-man, *onulun jom pappuni, kuman tusiyo.*	'(That's so), *but* I'm pretty busy today, so never mind.'
konmata **talluji-man,** *sikhako-ilkinun jham nappumnita.*	'It's different everywhere, *but* it's pretty tough in Chicago.'
thai-hako sonssukonun **soyong øpji-man,** *kømjøng yangmal han sønø-nøtøkhølle jusiyo.*	'I don't need any ties or handkerchiefs, *but* give me about three or four pairs of black socks.'

C

nunimun ***an-kesimnita-man****, nai-tongsängi hana issumnita.*

'I don't have any older sisters, *but* I have one younger sister.'

If you look at the parts of the above sentences which are in heavy type, you will see that they are all phrases, whose last member is *man*.

In A, this *man* is the last member of phrases with regular nouns (*sesu-man, tuøpyøng-man*). Here, the English equivalent of *man* is 'only', 'just' or 'about (approximation).'

In B, you see that this *man* is the last member of phrases with nouns made from verbs with the *-ji* ending (*-ji* gerunds) (*kulǿjhi-man, talluji-man, øpji-man*). The English equivalent of such *-ji-man* phrases is 'although . . .' *or* ' . . ., but. . . .'

In C, you see that the *man* forms a phrase with a verb form with *-mnita/-sumnita*. *-mnita/-sumnita* is the only sentence-final ending which we have had so far that *man* can form a phrase with. In a later unit you will see with what other sentence-final ending *man* may form a phrase. The combination *-mnita-man* (*an-kesimnita-man*) has the same English equivalent as the *-ji-man* phrases, that is, 'although . . .' or '. . ., but . . ..' However, the formality level of the combination *-mnita-man* is slightly higher than that of *-ji-man*.

Additional examples of *-ji-man*:

nan yøkwane ijji-man, uli-tongsängun ku-salam-jipe issumnita.

'I live ('am') in a hotel, but my younger brother lives ('is') in his house.'

nan i-pangesø il-haji-man, ku-salamun jø-pangesø ilhamnita.

'I work in this room, but he works in that one.'

8. *Long attributive phrases*

Observe the following sentence: *jø kil-kønnø innun khun hin-pyøktol-jipi pujhøng-imnita.* 'That big, white, brick building (which is) across the street is the city hall.'

1. The complete attributive phrase in this sentence is everything up to and including *jipi*. Note that although short attributive phrases are usually pronounced as one word with no pause between the parts, there are pauses, or possible pauses, between all the parts of this *long* attributive phrase except between the last two (*pyøktol-jipi*).

2. The largest pause, and the one which is usually made, is between *innun* and *khun*. In general, when two participles go with one noun, there is a pause between the two participles, but not between the second participle and the noun: ***khun hin-jip*** 'big, white building'; ***kil-kønnø innun khun-jip*** 'big building (which is) across the street'. Note that you do not make a pause between ***innun*** and ***pang*** in the following sentence: ***jhimtä tuli innun-pang issumnikka?*** 'Do you have a room (which is) [with] two beds?' but you do make a pause between ***innun*** and a following participle: ***jhimtä tuli innun khun-pang issumnikka?*** 'Do you have a big room (which is) [with] two beds?'

3. You have learned that when an attributive phrase contains both nouns and participles in attributive position (that is, any position except the last), the participles precede the nouns: ***khun hin-pyøktol-jipi***, and each of the attributive words refers to the noun in last position (*jipi*). Note, too, that there is a definite pause between ***khun*** and ***hin***, but ordinarily not between ***hin*** and *pyøktol*.

The attributive to the phrase ***khun hin-pyøktol-jipi*** in the example sentence above, is ***kil-kønnø innun*** ('which is across the street'), which modifies the ***khun hin-pyøktol-jipi***. Also, note that the ***jø*** at the beginning of the whole phrase is followed by pause and refers, not to ***kil***, but to the whole following phrase, which actually means the ***jipi*** at the very end.

Note: You can say either ***kil-kønnø innun-jipi*** ('the house which is across the street') or ***kil-kønnø-jipi*** ('the house across the street').

Additional examples:

i-hin waisyajhu-khalla jom-tø khun-køl øpsøyo?	'Don't you have this white shirt in a little bigger size (collar)?'
søul päkhwajøm-ön-jjoke-innun-jipi søul hwalttong-sajinkwan-imnita.	'The building (which is) on the left of the Søul department store is the Søul movie theater.'

josøn-yøkwan-u-jhŭng pokto-män-kkŭthe-innŭn-pangi ätamssŭ-pang-imnita.	'The room (which is) at the very end of the upstairs hall in the Hotel Josøn is Adams' room.'

2. Covering English and Korean of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the Korean, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Korean. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? (Individual Study)

1. Complete the following sentences with *-e*, *-ŭlo*/*-lo*, and *-kkaji* forms based on the noun stems in parentheses and give the English equivalents:

1. *hyøngnim jikŭm (mikuk-) kesimnikka?*
2. *sŭngkangkilŭl thako (sajhŭng-) olla-kassŭmnita.*

3. *waisyajhun (umsikjøm-) ijji ankho, (päkhwajøm-) ijjiyo.*
4. *yøkisø (phyøngyang-) ølmana møljiyo?*
5. *ku-salam (øte-) kassumnikka.*
6. *kim-sønsäng jikum (täk-) an-kesiko, (hakkyo-) kesimnita.*
7. *kulønte, jøngkøjangun (øte-) kamnikka?*
8. *(ōn-jjok-) kojjang kasimyøn, (palun-jjok-) ipalsoka issumnita.*
9. *jønjha thako, (øte-) kaya-hamnikka?*
10. *na innun (yøkwan-) kajhi jom kapsita.*
11. *jeka (jøngkøjang-) kajhi kakessumnita.*
12. *sikhakonun (mikuk-) ikko, søulun (josøn-) isso.*

2. Change the verb forms in the following sentences to *past* (*-øs-*):

1. *yangmal-hako thailul mani samnita.*
2. *hwalttong-sajin-kwane salami jham mani tulø-kao.*
3. *ätamssu mwøt-jom salkkøsi issøsø, päkhwajøme kamnita.*
4. *nan sul kuløkhe jowa haji anssumnita.*
5. *ku-salam josøn-mal haljjul mollumnita.*

3. Complete the following sentences with the *progressive participle* (*-nun*) forms based on the verb stems in parentheses.

1. *jikum ku-salam-hante jom (ka- . . .)-kil-imnita.*
2. *jøki jikum (o- . . .)-salam nukuyo?*
3. *jøkisø kim-sønsäng-hako kajhi jip kukyøng- (ha- . . .)-salami ätamssu-imnita.*
4. *sulul (masi- . . .)-køtto jojhi-man, kunullo jom (køl*- . . .)-køtto jokhejhiyo.*
5. *kokilul (kup- . . .) -køsi øttølkkayo?*
6. *ku-salam näil (ka- . . .)teka øtejiyo?*
7. *ot kalø-(ip*- . . .)-køsi jokhejjiyo.*
8. *jøki jikum (anj- . . .)-salam-ilumul mwølako hamnikka.*
9. *jikum il-(ha- . . .)-salamtulun näil jipesø swisiyo.*
10. *i-phyønjil jøkisø jikum pap-(møk- . . .)-salam-hante jusiyo.*

4. Have your Guide or one of the group read the following paragraphs and then call for the answers (T or F) to the statements listed below:

a. *jongnonun søule jeil pønjap-han kølimnita.*

kuløna, ätamssunun ajuk jongnoe ka-pojilul mothässumnita.

yøkwanesø annäja johun-salam hansalamul kuhäjwøssumnita. tusalami kajhi jongno kukyøngul nakassumnita.

yøki jøki innun khun-jiptulto kukyøng-hako tto tähakto ka-pwassumnita.

kukyøng taninun-kilesø kim-sønsängul pwässumnita. kukyøngul ta hako, onun-kile hwalttong-sajinto kukyøng-hako, yøkwane wassumnita.

Statements:

1. *jongnonun salam-ilum-imnita.*
2. *ätamssu honja jongno kukyøngul nakassumnita.*
3. *yøki jøkilul mani kukyøng-hässumnita.*
4. *kukyøng taninun-kilesø kim-sønsäng-atulul pwässumnita.*
5. *hwalttong-sajinun kilesø pomnita.*

b. *mwøsi møkko siphumyøn, umsikjømulo kako, mwøsi salkkøsi issumyøn, päkhwajømulo kamnita.*

ätamssuto mwøsi salkkøsi issøsø, päkhwajømel kassumnita. päkhwajøme ikøt jøkøt mani issuna, ätamssuka wøn-hanun-køsun øpsøsso. kuløjhi-man, yøki jøki kukyøngun jal hässumnita.

sajhung waisyajhu-puel olla-kani, kim-sønsängi køki issøssumnita. kim-sønsängto mullon mwøt salkkøsi issøssumnita. kim-sønsängto mullon mwøt salkkøsi issøsø, yøki wassumnita. tusalami kajhi päkhwajømesø sølsøl kølø-kassumnita. pam-imyøn, jom siwøn-hani, kile salami jham manhøssumnita.

Statements:

1. *mwøt-jom salkkøsi issøsø, ätamssuka umsikjøme kassumnita.*
2. *sajhungun samjhunge isso.*
3. *sajhungesø kim-sønsängul pwässumnita.*
4. *kim-sønsäng päkhwajøm kukyøng wajjiyo.*
5. *tusalami kølilo sølsøl kølø-kassumnita.*

c. *ätamssuka yøkwan-kunjhøe innun ipalsoe kassumnita.*

ipalsonun phøk khuko, tto johuna, salami jham manhøssumnita. ätamssunun jom pappø ipalun kuman tuko, myønto-man hako, jipe ppalli wassumnita.

ätamssunun onul jønyøk yøsøssie kim-sønsäng-täkel kaya-hamnita. kaljjunpilul hako issøssumnita. kutongane sinmuni wassumnita. jhønjhøni jom ikko siphuna, kuman tuko, kim-sønsäng-täke kot kassumnita.

Statements:

1. *ipalsoesø thailul phamnita.*
2. *ipalso yøkwan-kunjhøe issumnita.*
3. *ipalsoe salami hanato øpsøssumnita.*
4. *ipalsoesø ätamssu kim-sønsäng-täkulo kassumnita.*
5. *kim-sønsängi jønyøke ätamssuka innun yøkwanulo wassumnita.*

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Korean for each of the exercises in the preceding section. Then give the English equivalents of all the expressions in the exercise. The Group Leader will direct your work.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Korean for each English expression, without having to read it from the book. The Group Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Korean immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, with your book open, then take parts and carry on the conversation.

1. Adams wants to go shopping. He asks where a shop is.

Record 21B, beginning.

Adams — *nuku onul na kil-jom annä-hä-julssalam kuhä-jusilssu øpkessumnikka?*

samuwøn — *ye? wä kuløsimnikka?*

Adams — *na mwøt-jom salkkøsi issøsø nakaya-hakessumnita.*

samuwøn — *sangjømi palo uli-yøkwanesø kakkaunte issumnita.*
Adams — *kuläyo? øtejiyo?*
samuwøn — *i-kilul kojjang kasimyøn, ön-jjoke khun-päkhwajømi issumnita.*

(Adams asks directions in the street)

Adams — *malssum-jom mulø-popsita.*
yøki päkhwajømi øte ijjiyo?
kil-kanun-salam — *yøkisø jokom*[1]*-man tø kamyøn, issumnita.*
Adams — *komapsumnita.*
kil-kanun-salam — *jhønmane-malssum-imnita.*
nato kuli kanun-kil-ini, kajhi mosiko kajiyo.
Adams — *jham. komapsumnita.*
kil-kanun-salam — *nali jham tøupjiyo?*
Adams — *ye. jham tøupsumnita.*
kil-kanun-salam — *ike päkhwajøm-imnita.*
Adams — *jham komapsumnita.*
kil-kanun-salam — *jhønmane-malssum-imnita.*

2. He goes into the department store.

Record 21B, after 1st spiral.

Adams — *yøki waisyajhu-punun øte ijjiyo?*
jømwøn — *samjhunge issumnita.*
jø-sungkangkilul thasiko, olla-kasipsiyo.
Adams — *ye.*

(later, in the shirt department)

Adams — *waisyajhu-jom pwä-jusiyo.*
jømwøn — *khallanun mejhul ipusijiyo?*
Adams — *[illegible]imnyukul ipumnita.*
jømwøn — *[illegible]-køsul tulilkkayo, säkul tulilkkayo?*

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[1] = *jokkom.*

Adams — *ta-jom pwä-jusipsiyo.*
jømwøn — *ye.*
Adams — *hinke-jom nalkkøt kathunte, ønukøsi jowa-pömnikka.*
jømwøn — *i-hinke lø johun-waisyajhumnita.*
Adams — *ølmajiyo?*
jømwøn — *iwøn sasipjøn-imnita.*
Adams — *han tuøkä jusipsiyo.*
jømwøn — *ye.*

3. Adams goes to the tie department.

Record 21B, after 2nd spiral.

Adams — *mikuksø-on-thai issumnikka?*
jømwøn — *øpsumnita. kuløjhi-man, josøn-køsun manssumnita.*
Adams — *ikøn ølmamnikka.*
jømwøn — *kukø samwøn-imnita.*
Adams — *hana sajiyo.*
jømwøn *sonssukøn-ina näpokun soyong-issiji anssumnikka?*
Adams — *näpokun soyong øpji-man, yangmalul han sønøkhølle jusiyo.*
jømwøn — *ye.*
Adams — *yøki jhiyakun øle ijjiyo?*
jømwøn — *jø-jhungjhungtälo nålyø-kasimyøn, ön-jjoke issumnita.*

(at the tooth brush counter)

Adams — *jhiyak-hako jhissol-hana jusiyo.*
jømwøn — *ye. yøki issumnita.*

SECTION E—CONVERSATION

1. Covering the Korean of Basic Sentences (Individual Study)

Cover the Korean of the *Basic Sentences* and practice saying the Korean equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Korean expressions for the English equivalents in the *Basic Sentences* as the Group Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. By now you have a fair amount of material that you can bring into your conversations. Invent new combinations of subject matter.

Work through these situations, saying in Korean whatever fits the situation, taking parts as you have done in previous units.

1. *Asking directions.*

You have to go shopping, so you ask the hotel clerk if there's a shop nearby. He says that there is, and tells you how to get there. While you're walking down the street, you meet Kim. You exchange greetings. You ask him how his wife and children are, make a few remarks about the weather, etc. He asks you where you're going. You tell him that you're going to a store to buy some things. He says that he's going the same way, and says he'll go along with you.

In the store, you ask the clerk to show you some shirts. He shows you a few shirts, but you say that you don't like any of them. Kim suggests that you go to the big department store across the street.

2. *In the department store.*

You ask at the information booth where the shirt department is. The clerk tells you that it's on the third floor, and shows you the way to the elevator. In the shirt department, you buy several shirts and ties. You buy some socks and handkerchiefs, too. The clerk asks you if you need anything else. You say that you want to buy some tooth paste and a tooth brush, and ask him where you can get them. The clerk tells you to take the stairs down to the third floor. Before you go, Kim suddenly reminds himself that he needs some things, too.

3. *A little later.*

After you've bought everything you need, you're loaded down with packages, and Kim says to you, "You sure bought a lot of things!" You say, "Yes, just look at all these packages! Let's get out before I spend any more money!"

Outside, Kim offers to walk you to your hotel, but you tell him not to bother. You say that you can get there by yourself. Kim asks you what you're going to do in the evening. You say that you've got nothing special to do. He asks you if you'd like to go to a movie. You say that you would. Kim tells you that it starts at eight o'clock.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

FINDER LIST

ip-* . . .	wear, put on (clothes)
khallanun mejhul ipusimnikka.	What size collar do [you] wear?'
jhissol (n.c. *kä*)	tooth brush(es)
jhiyak (n.c. *pongji*; *kä*)	tooth paste *or* powder
jhungjhungtä (n.c. *kä*)	stairway
jim (n.c. *jim*; *kä*)	package, bundle
jowa-pö- . . .	look good

ønukøsi jowa-pömnikka.	Which one do [you] like?
kakkap- . . .	be near
yøkwanesø kakkaunte issumnita.	[It]'s near the hotel.
kath- . . .	be like, be similar, seem
kathumnita	it's like
hinke nalkkøt kathumnita.	The white one seems to be better.
khalla (n.c. *kä*)	collar
khallanun mejhul ipusimnikka.	What size collar do [you] wear?
khølle	pair(s)
yangmal hankhølle	a pair of socks
kil	road, street, way
nakanun-kil-imnita	[I]'m going out
jøto kuli kanun-kil-imnita.	I'm going that way, too.
-kkaji	up to, as far as, until
jeka yøkwan-kkaji mosiko kakessumnita.	I'll walk you to [your] hotel.
kømjøng	black
kuli	that way
kwänjhanh- . . . (kwänjhi anh- . . .)	not matter
kwänjhanssumnita.	It doesn't matter. It's all right.
mejh- (*met*)	amount, size, how many
khallanun mejhul ipusimnikka.	What size collar do [you] wear?
na- . . .	be better
hinke nalkkøt kathumnita.	The white one seems to be better.
näpok (n.c. *pøl*)	underwear
näpok sønøpøl	about three sets of underwear

nøløt	about four
ol(l)u- . . .	ascend, go up
olla-ka- . . .	go up
phal- . . .	sell
jhissol phanuntenun øtejiyo?	Is there a place where they sell tooth brushes?
pøl	sets (of clothes)
näpok sønøpøl	about three sets of underwear
pu	department
waisyajhu-pu	shirt department
sajhung	fourth floor
sa- . . .	buy
sangjøm (n.c. *jip*; *kä*)	shop, store
säk (n.c. *kaji*)	color
sip	ten
simnyuk	sixteen
yuksip	sixty
son (n.c. *kä*)	hand
son-sukon (*sonssukon*)	handkerchief(s)
soyong	need
soyong øps- . . .	not need
soyong øpji-man	[I] don't need, but . . .
soyong-tö- . . .	need
soyong-tösiji anssumnikka	don't [you] need?
sønø- (*sønøl*)	about three

sønønøløt	(about) three or four
sungkangki	elevator
tha- . . .	ride
jø-sungkangkilul thasiko, olla-kasipsiyo.	Go up (riding) on that elevator.
thai (n.c. *kä*)	tie(s)
ton ssu- . . .	spend money
ton ssuki-jøne	before spending money
tö- . . .	become, be
soyong-tösiji anssumnikka	don't [you] need?
waisyajhu (n.c. *kä*; *pøl*)	(western style) shirt(s)
yangmal (n.c. *khølle*)	socks
yangmal hankhølle	a pair of socks
yuk	six
simnyuk	sixteen
yuksip	sixty

UNIT 11

TRAIN FOR PHYØNGYANG

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then do the *Hints on Pronunciation*; and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

At the ticket-office.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
	Adams
Record 22A, beginning.	
going	*kanun*
second-class	*itung*
round trip	*wangpok*
ticket	*phyo*
one flat thing	*hanjang*
Give me a second-class round trip ticket (going) to Phyøngyang.	*phyøngyang-kanun itung-wangpok-jha-phyo hanjang ju-siyo.*

	Clerk
All right; that's twenty-three *wøn*.	*ye. isipsamwøn-imnita.*
	Adams
When is the next Phyøngyang train?	*taum-phyøngyang-jhan messie ijjiyo?*
	Clerk
At eleven P.M.	*pam yølhansie issumnita.*
the scheduled last train [1]	*makjha*
That's the last train today.	*kuke onul makjhamnita.*
	Adams
berth	*jhimtä*
Well, can I buy a berth?	*kuløнte, jhimtä hana salssu issumnikka?*
	Clerk
upper	*sangtan*
eight	*phal*
lower	*hatan*
Yes, the upper is eight and the lower is ten *wøn*.	*ye. sangtanun phalwøn-iko, hatanun sipwøn-imnita.*
	Adams
upper one	*ukkøt*
lower one	*alekkøt*
more than	*potam*
although it's uncomfortable	*pulphyønun hana*
since it's cheaper	*ssani*

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[1] Record has 'the last scheduled'.

The upper one is more uncomfortable than the lower;	*ukkøsi alekkøi-potam jom pulphyønun hana.*
but since it's cheaper give me an upper.	*ssani, ukkøsul hana jusiyo.*
What time does it get to Phyøngyang?	*phyøngyange messie tajjiyo?*
	Clerk
It arrives at seven o'clock.	*ilkopsie tassumnita.*
	Adams
morning *or* breakfast	*jopan*
Then can I eat breakfast on the train?	*kuløm, jhaesø jopan møkulssu ijjiyo?*
	Clerk
dining-car	*siktang-jha*
Yes, there's a dining-car.	*ye. siktang-jhaka issumnita.*

(Adams in the waiting-room)

	Porter
Record 22B, beginning.	
baggage	*jim*
Do you have a lot of baggage?	*jim manhusimnikka.*
Where are you going?	*øte kasijiyo?*
	Adams
suit cases	*kapang*
load for me	*silø-jusiyo*
Load these suit-cases on the 11 o'clock train for Phyøngyang.	*ye. i-kapangtul yølhansi phyøngyang-jhae silø-jusiyo.*

	Porter
Sure, I'll do that.	*ye. kuløkhe hakessumnita.*
	Adams
number	*pønho*
Here's the number of my berth.	*ike nă-jhimtă pønhoyo.*
	Porter
worrying	*yømnyø*
please avoid	*masipsiyo*
Yes, I'll take care of it.	*ye. yømnyø masipsiyo.*
	Adams
place for shining	*tangnunte*
Oh, isn't there some place here where I can get my shoes shined?	*jø, yøki kutu tangnunte øpsøyo?*
	Porter
Why sure there is.	*wăyo, issumnita.*
that way	*jøli*
There's one as you go up that way.	*jøli olla-kasimyøn, issumnita.*
	(later)
	Conductor
punch (tickets)	*jjikusiyo*
Train for Phyøngyang!	*phyøngyang-jha!*
Have your tickets punched!	*phyo jjikusiyo!*

	Adams
platform	*phullätphom*
Which platform do I leave from?	*onu-phullätphomesø thamnikka.*
	Conductor
side	*jjok*
having gone	*kasø*
Go to that (other) side and go down that stairway.	*jø-jjokulo kasø, jø* [1]*- jhungjhungtälo nälyø-kasipsiyo.*
	Adams
did [you] [1] load?	*siløsso?*
Say, did you load all [1] my baggage?	*yøpo! nä-jim ta siløsso?*
	Porter
seat *or* space for something	*jali*
Yes, I put it where you told me.	*ye, akka malssum-hasin-jalie siløssumnita.*

(Adams gives porter a tip)

	Porter
Thanks.	*komapsumnita.*
	Adams
Hey, where's this number?	*yøpo! i-pønho øte isso!*
	Pullman Porter
Come this way.	*ili osipsiyo.*

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[1] Not on record.

Record 23A, beginning.

about in the middle	*jung-kanjjume*
That number's about in the middle of the car.	*ku-pønhon jha-jungkanjjume issumnita.*
	Adams
make [up] for [me]	*mäntulø-jusiyo*
Make my berth up for me now.	*jhimtä kot-jom mäntulø-jusiyo.*
	Pullman Porter
Yes, I'll do that.	*ye. kuløkessumnita.*
is [it] comfortable	*phyøn-hasimnikka*
Is your place comfortable?	*jalika phyøn-hasimnikka?*
	Adams
Yes, it's comfortable.	*ye. phyøn-hamnita.*
time (for something)	*ttä*
Wake me up [in time] for breakfast.	*kuløm, na jopan-ttä jom kkäwø-jusiyo.*

Before you go through the *Basic Sentences* a second time, read the following:

2. Hints on Pronunciation

Remember that every vowel is pronounced with clarity and distinctness. Distinguish between *u* and *w* before a vowel. In making the *u* protrude your lips a bit and make it a clear short *u*; don't slur it or round your lips too much, because if you do you'll produce *w* and not *u*:

PRACTICE 1

Record 23A, after 1st spiral.

**kʉi*	'opinion'
**kwi*	'ears'

Do you make a clear difference between ***ʉ*** and *u*? Remember to keep your lips spread in making ***ʉ*** and rounded in making *u*.

PRACTICE 2

Record 23A, after 2nd spiral.

**kʉi*	'that one, he'
**kʉi*	'opinion'

Check up on your pronunciation of the simple consonants, and the aspirated and unaspirated consonant groups:

PRACTICE 3

Record 23A, after 3rd spiral.

pal	*jän*
phal	*jhan*
ppalli	**jjan* 'salty'
tal	**kämnita* 'folds'
thal	**khämnita* 'digs out'
ttal	**kkämnita* 'breaks'

SECTION B—WORD STUDY

1. Word Study (Individual Study)

1. *A use of the -ø gerund*

You have seen the following sentences:

mwøt-jom salkkøsi issøsø, nakanʉn-kil-imnita.	'I have a few things to buy, and I'm just going out.'
jø-jjokʉlo kasø, jø-jhʉngjhʉngtälo nälyø-kasipsiyo.	'Go to that side and go down that stairway.'
jønpu ta hap-häsø ølmamnikka?	'How much is it (added) all together?'

Tabulating the words in heavy type, and others like them, we have:

Column I	*Column II*
issø	***issøsø***
ka	***kasø***
hap-hā	***hap-hāsø***

Comparing the forms in Column I with those in Column II, you see that the -*ø* gerund forms in Column I add the element -*sø* in Column II.

Perhaps you recognize this -*sø* as the -*sø* ('from, at') which we have already seen added to nouns. Here, it is added to the -*ø* gerund, which, like the -*ko* gerund, acts just like a noun.

The element -*sø* places the action of the stem of the -*ø* gerund *before* the time of the action of the following verb stem. Thus, it may mean an action simply earlier in time, and then the English equivalent will be '*and*', or it may mean an action earlier in time and therefore the *cause* of the following action, in which case the English equivalent will be '*since*', '*because*', '... *so*', etc.

Here are some additional examples of the -*ø* gerund plus the ending -*sø*:

jø-jhungjhungtālo nālyø-kasø, ōn-jjokulo kasipsiyo.	'Go down that stairway and then go to the left.'
malssum-jom mulø-polkkøsi issøsø, wassumnita.	'I came because I had something to ask you.'
pollili[1] ***issøsø, phyøngyang-jom kanun-kil-imnita.***	'I'm on my way to Phyøngyang to see about some business.'
phyønji hayøsø, mulø-posiyo.	'Write and ask about it.'
kukøn sasø, muøt-hasikesso?	'What are you buying that for?'
køki pangi øpsøsø, ili wassumnita.	'I came here because they didn't have any rooms there.'

---

[1] 'work to be seen (about)' with future participle *pol* plus *il* 'work', and doubling of the *l*.

2. *Korean equivalents of 'more', 'more than', etc.*

We have seen sentences like the following:

	A
1. *tupu jokkom-tø halkkayo?*	'Have some **more** bean-cakes!'
2. *jom-tø khun-køsun øpsumnikka?*	'Don't you have a little bigg**er** one?'
	B
jeka mønjø **jeil** *pønjap-han-kølilo annä-hä-tulijiyo.*	'First I'll show you the **most** crowded street.'
	C
i-pangun **nømø** *jøkunteyo.*	'This room is **too** small!'
	D
*ukkøsi alekkøt-***potam** *jom pulphyønun hana, . . .*	'Although the upper one is **more** comfortable **than** the lower (one) . . .'

In A, the word *tø* may *precede* a noun form, simple, or based on a verb stem (as in A 2) (*khun*), either of them used attributively (*khun-køt*). It may also be used independently, or as the *last* member of an attributive phrase (as in A 1) (*jokkom-tø* 'a little more'). *tø* is the Korean equivalent of English 'more' or '. . . -er' (*tø khun-køt*) 'a bigg**er** one.'

In B, the word *jeil* likewise *precedes* a noun form, simple, or based on a verb stem (as in the sentence above) (*pønjap-han*) either of them used attributively (*pønjap-han-køli*). *jeil* is the Korean equivalent of English 'most' or '. . .-est.'

In C, the word *nømø* again *precedes* a noun form, simple, or based on a verb stem (as in the sentence above) (*jøkun*), either of them used attributively (*jøkunte*). ***nømø*** is the ***-ø*** gerund based on a stem ***nømu-*** . . . 'be over (beyond)'. Used in this position, it means 'too much' or 'too . . .'.

tø, *jeil*, and ***nømø*** are ***not*** used attributively before nouns based on ***action*** verb stems. If you examine the examples above and the additional ones below you will find that these words qualify simple nouns or nouns based on description verb stems or compounds (or the copula) (***khu-*** . . ., ***pønjap-ha-*** . . ., ***jøk-*** . . ., ***i-*** . . ., ***joh-*** . . ., ***phyøngan-ha-*** . . ., ***nappu-*** . . ., ***tøup-*** . . ., ***møl-*** . . .).

In D, the word ***potam*** is the last member of an attributive phrase, which is itself preceded by another noun. ***potam*** means '(more) than' and is equivalent to English 'than' (comparing). (Note: frequently ***tø*** is used before the following main verb.)

Here are additional examples of these forms:

A

mul-jom-tø jusipsiyo.	'Please give me some more water.'
tø pwā-jusiyo.	'Show me more.'

B

ike jeil-imnita.	'This is the best.'
ike jeil johun-køs-imnita.	'This is the best one.'
i-ujaka jeil phyøngan-han-køs-imnita.	'This is the most comfortable chair.'
ku-salam-i yøkisø jeil nappun-salam-imnita.	'He's the worst person here.'

C

ikøn nali nømø tøunteyo.	'It's too hot today.'
nømø møløsø, mwøl thako kasøya-hamnita.	'It's too far, so you'd better ride.'

D

ike jøkø-potam (tø) khøyo.	'This is bigger than that.'
i-ujaka jø-uja-potam (tø) phyøngan-hamnita.	'This chair is more comfortable than that one.'

3. *Other variants of* ***-mnita, -mnikka,*** *and* ***-o***

In Unit 1 we had the sentence *nan muøl-jom møkko siphumnita.* 'I'd like something to eat.' The stem of the final verb in this sentence (*siphumnita*) is *siph-* . . . .

Here we see that instead of adding the *-sumnita* variant of the formal sentence-final ending to this consonant-final stem, *-umnita* is added. In general, any consonant-final stem, except *i* nnai, may add *-umnita*, instead of *-sumnita*. When *-umnita* (or *-umnikka*) is used, the final consonant does not undergo any change.

If you compare the two variants *-mnita* and *-umnita*, you see that the one which comes after consonants (*-umnita*) has an initial *u* vowel. You have probably noticed this *u* vowel in certain other endings when they come after consonants: *-n/-un, -l/-ul, -ni/-uni, -myøn/-umyøn.*

The sentence-final ending *-o* has, besides the *-so* variant, which we have already discussed in Unit 7, a variant with *u* after consonant stems (*møkuo, anjuo, tutuo, manhuo, køluo*, and so on).

There is very little difference in force between forms with *-sumnita* as against *-umnita* or *-so* as against *-uo*. Use the *-sumnita* and *-so* variants unless you see an *-umnita* or *-uo* form in this manual. But you should know that these other variants exist, because you will probably hear them when you go among Koreans who speak dialects slightly different from the one used in this manual.

4. *Korean equivalent of* '*any*'.

In the *Basic Sentences* of Units 8 and 9 we saw the following sentences:

jom sijang-hani, ***amokøtto*** *jossumnita.*	'I'm so hungry anything'll be all right.'
ajuk ***amoteto*** *kukyøngul mot-hässuni,* ***amoteko*** *kapsita.*	'I haven't seen the town at all yet, so let's go any place.'

You see that the words in heavy type have one feature in common: they all begin with ***amo-***:

amokøtto ***amoteto*** ***amoteko***

If you subtract this *amo-* from all of these forms, you have left:

-køtto *-teto* *-teko*

In the first two words above, you may easily recognize the *-to* on the end. This is the same *-to* which we have seen added to noun stems, and which means 'too, also'. Taking the *-to* away from these two forms leaves *-køt* and *-te*. These two elements you may recognize, too: *-køt* 'thing' and *-te* 'place' (we have seen this in participial compounds like *phanunte* 'place where they sell').

In the third form *-teko*, you see again this *-te*, but instead of being followed by *-to*, this particular form is followed by *-ko*. This *-ko* is the *-ko* gerund form of the copula after nouns ending in a vowel (*amote-iko*).

We see then that we can recognize familiar elements in the three forms included in the example sentences. We see also that the new element *amo-*, which is common to all of them, forms attributive *compounds* (*amokøt, amote*).

The meaning of *amo-* can be gathered from the English equivalents of the above sentences. *amo-* in general is equivalent to English 'any' (anything, anyplace, anybody, anytime, anyone, etc.).

The *-to* on the end of some compounds is better given as '(not) even' rather than 'too, also'. (For example: *hanato* '(not) even one'). Thus *amokøtto* means '(not) even anything'; *amoteto* means '(not) even anyplace.'

The -(*i*)*ko* on the end of such a phrase, as in *amoteko*, is about equivalent to English 'no matter what it is'. Thus *amoteko* is literally 'no matter what place it is . . .'.

5. *Summary of Noun endings*

	After Consonant Stems	*After Vowel Stems*
'performer'	*-i* (*salami*)	*-ka* (*ppiluka*)
'as for'	*-un* (*mikukun*)	*-nun* (*anjunun*) or *-n* (*injen*)
'object'	*-ul* (*mwøsul*)	*-lul* (*jhalul*) or *-l* (*mwøl*)
'to, by, through'	*-ulo* (*ōn-jjokulo*)	*-lo* (*jhungjhungtālo*)

After both Consonant and Vowel

'in, to, of'	*-ε (jipε)*
'from, at'	*-sø (mikuksø)*

6. *Summaries of Verb Endings*

1. Sentence-final endings:

Formality Level	*Statement*		*Question*	
	After vowel	*After cons.*	*After vowel*	*After cons.*
Formal	*-mnita*	*-sɯmnita* *(-ɯmnita)*	*-mnikka*	*-sɯmnikka* *(-ɯmnikka)*
Mid-formal	*-jiyo*			
Informal	*-o/-yo*	*so (-ɯo)*	*-o/-yo*	*-so (-ɯo)*

2. Tense markers:

Present	-0- ("zero")
Past	*-øs-*
Future	*-kes-*

3. Stem formalizer:

-si-/-usi-

4. Dependent-clause final endings:

-ni/-uni	'since, because; when'
-na/-una	'although, but'
-myøn/-umyøn	'if; when'

5. Participle endings:

Perfect participle

-n/-un

-n/-unkayo	'[he] is, isn't [he]?'
-n/-unte, . . .	'. . . . . . place; since . . . . . .'
-n/-unteyo	'is one (thing of a kind)'

Future participle

-l/-ul

-l/-uljjul al- . . . (*molu-* . . .)	'(not) know how'
-l/-ulkkayo	'how about?'
-l/-ulkkemnita	'be sure to'
-l/-ulmoyang i- . . .	'probably will be'
-l/-ulssu iss- . . . (*øps-* . . .)	'(not) be able'
-l/-ultte	'place where . . .'

Progressive participle

-nun

-nunte, ...	'. . . . . . place; since . . . . . .'

6. Gerund endings:

-ko	'......, and ......'
-ko siph- . . .	'want to ......'
-ø	'......'
-ø-ju(si)- . . .	'do for (inferior)'
-ø-tuli(si)- . . .	'do for (superior)'
-øto	'even if (though) . . .'
-øya-ha- . . .	'have to; should'
-øyo	'do . . .'
-ø iss- . . .	'be . . .'
-øji- . . .	'get . . .'
-ji	'......?'
-ji anh- . . .	'doesn't . . .'
-ji mot-ha- . . .	'can't . . .'

Examples of second nouns in participial phrases and compounds:

-(k)ka	*jikum søul-kesinkayo?*	'[He]'s in Søul now, isn't he?'
-(t)te	*nali iløkhe jhuunte, øtel kasimnikka?*	'Where are you going on a cold day like this?'
-(t)te	*ikøn nømø jøkunteyo.*	'This one is too small!'
-(j)jul	*josøn-mal-haljjul asimnikka?*	'Can you speak Korean?'
-(j)jul	*yøngø-haljjul molumnita.*	'I can't speak English.'
-(k)ka	*uli ku-pange tulkkayo?*	'Shall we take that room?'
-(k)ke	*ama ku-køt johulkkemnita.*	'That one'll probably be okay.'
-moyang	*onul-jom pappulmoyang-ijiyo.*	'[I]'ll probably be busy today.'
-(s)su	*køki kalssu isso.*	'[I] can go there.'

-(*s*)*su*	*køki kalssu øpso.*	'[I] can't go there.'
-(*t*)*te*	*øte yangpok-jom tälilte øpso?*	'Isn't there any place where I can get my suit pressed?'
-(*t*)*te*	*nesi innunte, hananun kyølon hässumnita.*	'I have four (children), and one is married.'

7. *Summary of Consonant Changes*

A

	ending initial stem final	*j*	*k*	*s*	*n*
1.	*p*	*pj*	*pk* (*kk*)	*ps*	*mn* (*nn*)
2.	*t*	*jj*	*kk*	*ss*	*nn*
3.	*j*	*jj*	*kk*	*ss*	*nn*
4.	*k*	*kj*	*kk*	*ks*	*ngn*
5.	*s*	*jj*	*kk*	*ss*	*nn*
6.	*h*	*jh*	*kh*	*ss*	....[1]
7.	*m*	*mjj*	*mkk*	*mss*	*mn*
8.	*ps*	*pj*	*pk* (*kk*)	*ps*	*mn* (*nn*)
9.	*ss*	*jj*	*kk*	*ss*	*nn*
10.	*ph*	*pj*	*pk* (*kk*)	*ps*	*mn* (*nn*)
11.	*th*	*jj*	*kk*	*ss*	*nn*
12.	*nh*	*njh*	*nkh*	*nss*	..[1]
13.	*lh*	*ljh*	*lkh*	*lss*	..[1]
14.	*lk*	*kj*	*lkk* (*kk*)	*ks*	*ngn*
15.	*kk*	*kj*	*kk*	*ks*	*ngn*

[1] No examples yet.

B

stem final	plus ending initial	resulting group
t, j, s, ss, th	*j*	*jj*
m		*mij*
p, t, j, k, s, ps, ss, th, lk, kk	*k*	*kk*
m		*mkk*
t, j, s, h, ss, th	*s*	*ss*
nh, lh		*nss, lss*
m		*mss*
p, ps, ph	*n*	*mn (nn)*
p, t, j, s, ss, th	*n*	*nn*
k, lk, kk	*n*	*ngn*
h	*j, k*	*jh, kh*
nh		*njh, nkh*
ps, ph	*j, k, s*	*pj, pk (kk), ps*
lk, kk	*j, s*	*kj, ks*
lk	*k*	*lkk (kk)*

Examples:

		-*jiyo*	-*kesso*	-*so*	-*nun*
1.	*ip-* . . .	*ipjiyo*	*ipkesso,* *ikkesso*	*ipso*	*imnun*
2.	*tut-* . . .	*tujjiyo*	*tukkesso*	*tusso*	*tunnun*
3.	*anj-* . . .	*anjjiyo*	*ankkesso*	*ansso*	. .[1]
4.	*møk-* . . .	*møkjiyo*	*møkkesso*	*møkso*	*møngnun*
5.	*pis-* . . .	*pijjiyo*	*pikkesso*	*pisso*	*pinnun*
6.	*joh-* . . .	*jojhiyo*	*jokhesso*	*josso*	. .[1]
7.	*kam-* . . .	*kamjjiyo*	*kamkkesso*	*kamsso*	*kamnun*
8.	*øps-* . . .	*øpji*	*øpkesso*	*øpso*	*ømnun*
9.	*iss-* . . .	*ijji*	*ikkesso*	*isso*	*innun*
10.	*siph-* . . .	*sipjiyo*	*sipkesso*	*sipso*	*simnun*
11.	*kath-* . . .	*kajji*	*kakkesso*	*kasso*	*kannun*
12.	*manh-* . . .	*manjhi*	*mankhesso*	*mansso*	. .[1]
13.	*olh-* . . .	*oljhi*	*olkhesso*	*olsso*	. .[1]
14.	*ilk-* . . .	*ikji*	*ilkkesso,* *ikkesso*	*ikso*	*ingnun*
15.	*takk-* . . .	*takji*	*takkesso*	*takso*	*tangnun*

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[1] No examples yet. These forms do not occur for description verbs.

2. Covering the English and Korean of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the Korean, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences.*

2. Covering the English of Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Korean. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? (Individual Study)

1. Complete the following sentences with the corresponding *-ø-sø* forms based on the verb stems in parentheses and give the *English equivalents* of the resulting forms:

1. *ku-salami malul kuløkhe hani,* (*ka-* . . .), *popsita.*
2. *jhimtäka pulphyøn* (*ha-* . . .), *jal swiji mot-häs-sumnita.*
3. *ku-sajin pyøllo jojhi* (*anh-* . . .), *kot jipe wajjiyo.*
4. *ku-salami* (*o-* . . .), *ku-malul hani, näka kukøi aløjjiyo.*
5. *ku-salam-hante* (*mulø-po-* . . .), *hasiyo.*

2. Insert the Korean equivalent of "*more*" in the following sentences.

1. *ikøn jøkuni, jom khun-køsul jusiyo.*
2. *i-hin-waisyajhun pyøllo jowa pöji anhuni, kukø jom pwä-jusiyo.*
3. *søul-kanun-samtung jha-phyo hanjang-man jusiyo.*

3. Insert the Korean equivalent of "*most*" in the following sentences:

1. *søule johun-yøkwanun onu-yøkwan-ijiyo.*
2. *pangun u-jhunge pangtuli khuko, joyong-hamnikka.*

4. Insert the Korean equivalent of "*too, too much*" in the following sentences:

1. *onulun nali tøuni, onulun kuman tujiyo.*
2. *ku-salamun salami jøkøsø, kukøt mot-hamnita.*

5. Insert the Korean equivalent of "(*more*) *than*" in the following sentences:

1. *ku-salam i-salami yøngølul jal hamnita.*
2. *i-thaika jø-thai jowa pömnita.*

6. Have your Guide or one of the group read the following paragraphs and then call for the answers (T or F) to the statements listed below:

salamtuli jhalul thako, møntelul kamnita. mullon jatong-jhalul thako, kanun-salamto ijjiyo. kuløjhi-man josønenun jatong-jhaka pyøllo manjhi anssumnita.

älamssunun jatong-jhaka ijjiyo. kuløjhi-man, kukøsun mikuk-jipe issumnita.

josøne oni, jatong-jhaka øpsøsø, jom pulphyøn han-ilto issøssumnita. kuløjhi-man, kijhaka johuni, kuløkhe pulphyøn han-køsun øpsøssumnita.

josøn-kijhanun phøk jossumnita. jhimtä-jha, sikthang-jhaka ta issumnita. jhaenun illtung, itung, samtungi issumnita.

Statements:

1. *jatong-jhana kijhalul thako, møntelul kalssu isso.*
2. *älamssu josøne jatong-jha thako wasso.*
3. *josønen jatong-jhaka mikuk-polam tø mansso.*
4. *josønen kijhaka øpso.*
5. *sikthang-jhaeso papul sa-møkjiyo.*

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Korean for each of the exercises in the preceding section. Then give the English equivalents of all the expressions in the exercise. The Group Leader will direct your work.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Korean for each English expression, without having to read it from the book. The Group Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Korean immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, with book open, then take parts and carry on the conversation.

1. Adams is in the railroad station.

(he goes to the information booth)

Record 23A, after 4th spiral.

Adams — *phyøngyang-kanun-jha messie ijjiyo?*

yøkpu[1] — *phyøngyang-kanun-jha jokomjøne ttønassumnita.*

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[1] Railway employee.

Adams — *kulløm, onulun tto øpsumnikka?*
yøkpu — *makjha-pakke øpsumnita.*
Adams — *makjhan messijiyo?*
yøkpu — *pam yølssi isippune issumnita.*
Adams — *phyo-phanunte øte ijjiyo?*
yøkpu — *palo-jøki issumnita.*
Adams — *phyøngyang-kanun jha-phyo-hanjang jusiyo.*
phyo phanun-salam[1] — *ye.*
Adams — *ikøt samtung jha-phyojiyo?*
phyo phanun-salam — *ye. wäyo?*
Adams — *wangpok iltung-phyolul jusiyo.*
phyo phanun-salam — *ye. isipsamwøn-imnita.*
Adams — *jø, jikum jhimtä salssu issumnikka?*
phyo phanun-salam — *ye. kuløjhi-man, hatanun øpko, sangtangppun-imnita.*
Adams — *kuläyo? ukkøsun jom pulphyønun hana jom ssakejjiyo¿*
phyo phanun-salam — *ye, ukkøsun sipwøn-iji-man, alekkøsun sipowøn-imnita.*

2. Adams buys a newspaper and cigarettes at the news stand.

Record 23B, beginning.

Adams — *jø, onul sinmun issumnikka?*
mäjømjuin[2] — *ye. issumnita.*
Adams — *ølmamnikka?*
mäjømjuin — *ojøn-imnita.*
Adams — *tampä issøyo?*
mäjømjuin — *ye. issumnita.*
Adams — *ølmajiyo?*
mäjømjuin — *isipjøn-imnita. komapsumnita.*

(he gives his baggage to a porter)

akkapo[3] — *jim manhusimnikka?*
Adams — *ye. i-kapangtul phyøngyang-jhae-jom silø-jusiyo.*
akkapo — *ye. yømnyø masipsiyo.*
Adams — *jham. ike nä jhimtä pønhoyo.*
akkapo — *ye. alkessumnita.*

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[1] Ticket-seller.

[2] Shop-keeper.

[3] Red-cap.

Adams — *jø, yøki kutu tangnunte øpsumnikka?*

akkapo — *wäyo? issumnita.*
jø, jhungjhungtälo nälyø kasimyøn, issumnita.

3. He gets a shoe-shine.

Record 23B, after 1st spiral.

kutu tangnun-salam[1] — *øsø osipsiyo.*
Adams — *na kutu jom takkø-jusiyo.*
kutu tangnun-salam — *ye.*
Loudspeaker[2] — *phyøngyang-kanun-jha! phyo jjikusiyo!*
Adams — *yøpo. jom ppalli hasiyo.*
na jø-phyøngyang-jha thayakesso.
kutu tangnun-salam — *ye. ppalli hajiyo.*
Adams — *phyøngyang-kanun-jha ili nakamnikka?*

yøkpu — *ye. phyo popsita.*
Adams — *ye. ønu-phulläiphomulo kajiyo?*
yøkpu — *jøli nälyø-kasipsiyo.*
jø-jjokulo kasø, jhungjhungtälo nälyø-kasipsiyo.
Adams — *jham i-jha phyøngyang ajhume messie tajjiyo?*
yøkpu- *ilkopsie tassumnita.*

4. Adams gets on the train.

Record 23B, after 2nd spiral.

Adams — *yøpo! nä-jim ta siløsso.*
akkapo — *ye. pølssø ta siløssumnita.*
Adams — *kuløn te, jhimtä-jhan øte isso?!*
akkapo — *i-jha män-kkuthe issumnita.*
komapsumnita. annyønghi kasipsiyo.

Adams — *yøpo! i-pønho øte isso?!*
ppoi[3] — *ili osipsiyo. i-jha han jungkanjjume issumnita.*
Adams — *kuløn te, i-jhae siktang-jha ijjiyo?*

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[1] Shoe-shine man.

[2] Not on record.

[3] Boy.

ppoi — *ye. issumnita.*
jikum jhimtä mäntulkkayo?

Adams — *ye.*

ppoi — *ajhume kkäwø-tulilkkayo?*

Adams — *ye. na jopan-ttä jom kkäwø-jusiyo.*

ppoi — *ye. kulømm annyøngi jumusipsiyo.*

SECTION E—CONVERSATION

1. Covering the Korean of Basic Sentences (Individual Study)

Cover the Korean of the *Basic Sentences* and practice saying the Korean equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Korean expressions for the English equivalents in the *Basic Sentences* as the Group Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely, then change the situations somewhat. By now you have a fair amount of material that you can bring into your conversations. Invent new combinations of subject matter.

Work through these situations, saying in Korean whatever fits the situation, taking parts as you have done in previous units.

1. *At the information booth.*

You ask about the train to Phyøngyang. You want to know what time it leaves and when it gets there. You ask whether you can get a berth. The clerk tells you that you can, and directs you to the ticket window. You go there and buy a second-class round trip ticket to Phyøngyang. You tell the clerk that you'd like to buy a berth ticket, too. He asks you whether you want an upper or lower. You ask him the prices. He tells you that the upper one is seven *wøn*, fifty *jøn*, while the lower one is ten *wøn* twenty-five *jøn*. He tells you that the upper berth is not as comfortable as the lower one. You say that you'll buy the upper because it's cheaper, even if it is less comfortable.

2. *While waiting for your train.*

While waiting for your train, you get a shoe-shine and tell the boy to work fast. You stop at the newsstand and ask for an English newspaper. The man tells you that he hasn't got any English papers, but he has plenty of Korean papers. You say that you can't read Korean very well, but you'll take one anyway and try.

A porter approaches and asks you where you're going. You tell him you're taking the eleven o'clock train for Phyøngyang. You give him your bags and tell him to load them on the train for you. You give him the number of your berth.

3. *Getting on the train.*

A few minutes before eleven o'clock you hear the conductor announce the train for Phyøngyang. You ask him which platform your train leaves from. He tells you how to get downstairs to the proper platform. At the gate, a conductor asks you for your ticket. You give it to him, and then ask him in which car your berth number is. He directs you to the right car.

4. *On the train.*

The porter asks you if you want him to make up your berth. You tell him to make it up soon, as you want to go to sleep early. You ask him where the dining car is and have some supper. When you come back, the porter asks you if everything is all right. You say that you're very comfortable. He asks you if you need anything else. You say that you don't. The porter tells you to call him in case you need anything. Before he goes, you tell him to wake you up around five o'clock, in time for breakfast, since the train will probably get to Phyøngyang about seven o'clock.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

FINDER LIST

ale	under(neath)
alekkøt	lower one
han- (*hana*)	one
hanjang	see *-jang*
hap-ha- . . .	add together, consolidate
i-	two
itung	second-class
jali (n.c. *jali*)	place (for something)
akka malssum hasin-jalie siløssumnita.	I put it where you told me.
jalika phyøn-hasimnikka?	Is your seat ('place') comfortable?
-jang	numeral classifier for cards, sheets of paper, etc.
jha-phyo hanjang	a train ticket
jhimtă (n.c. *kă*)	bed, berth
jim (n.c. *jim*; *kă*)	load; package(s), baggage
jjik- . . .	punch (a hole)
phyo jjikusiyo!	Have your tickets punched!
jjok	side
jopan	breakfast
jopan-ttă	breakfast time

jøli	that way
jung	midst
jung-kanjjume	about in the middle of (a long area)
kapang (n.c. *kä*)	suitcase(s)
makjha	the last train
mal- . . .	avoid
yømnyø masipsiyo.	Don't worry!
mäntul- . . .	make (up)
jhimtä mäntulø-jusiyo.	Make up my berth for me.
phullätphom	platform
phyo (n.c. *jang*)	ticket
phyo hanjang	one ticket
phyøn-ha- . . .	be comfortable
potam	more than
ukkøsi alekkøt-potam pulphyønun hana, . . .	the upper one is more uncomfortable than the lower one, but . . .
pønho	number
pulphyøn-ha- . . .	be uncomfortable
sangtan	upper berth
siktang-jha	dining-car
sil- . . .	load
ssa- . . .	be cheap
ttä (n.c. *pøn*)	time (for something)
na jopan-ttä-jom kkäwø-jusiyo.	Wake me up in time for breakfast.

tung (n.c. *tung*)	class, place in a race
itung	second-class
u	upper part
ukkøt	upper one
wangpok	round trip
yømnyø	worrying
yømnyø masipsiyo!	Don't worry!

UNIT 12

REVIEW

Section A—Word Study Review

This section is just like Section A of Unit 6. Work through the exercises individually, following the instructions carefully, reading aloud the completed or altered forms or sentences. Do not write anything down. Be prepared to do on sight any one of the exercises, when your Group Leader calls on you.

I. Change the sentence-final verb forms to forms with the less formal *-o/-yo/-so* ending:

1. *nan ku-salam jal molumnita.*
2. *ku-salam øtesø samnikka.*
3. *jom-lø ssan-køsun øpsumnikka.*
4. *jhimtäka phyøn-hasimnikka.*
5. *ku-salam-ilumi ätamssu-ijiyo?*
6. *kukøt-potam ike lø jöwa-pömnita.*
7. *ku-salam ajhum iljjuk ttøna-kassumnita.*
8. *ajhum messie il kasimnikka.*
9. *u-jhunge innun-pangi jeil joyong-hamnita.*
10. *ku-umsikjøm pameto yøljiyo?*

II. Combine the following pairs of sentences by substituting forms of the *-ko* gerund for the sentence-final verb forms in the first of the two sentences:

1. *ike nä-køs-imnita. kukøn ätamssu kømnita.*
2. *sikhakonun mikuke issumnita. phyøngyangun josøne isso.*
3. *jønyøk japsusøssumnita. nakasøssumnita.*
4. *i-jimun ta jatong-jhae silusiyo. ulin sølsøl kølø-kapsita.*
5. *ipalun kuman tusiyo. køjø myønto-man jom hä-jusiyo.*

III. Complete the following sentences with the Korean equivalents of the English phrases in parentheses:

1. *jom-lø* (as for a big thing) *øpsøyo?*

2. *nan mikuksø* (who-has-come)-*salam-imnita.*
3. *sajini* (to a good place) *kajiyo.*
4. *phyønjinun* (since [I] can't write [it]), *tto osiyo.*
5. *jeka yøki jøki* ([I] can guide [you]).
6. *yømnyø* ('thing to be done') (by superior) *jokomto øpsumnita.*
7. *honja* (will [you] be able to go [not very formal])?
8. *jønyøk sinmuni* (time-to-come [actor]) *töji anhøsso?*
9. *ili ta jal* (will probably be) ('become') (to superior).
10. *akka yøkisø ipal-hako,* (who went)-*salam-ilumi muøs-iyo?*

IV. Complete the following sentences with the Korean equivalents of the English phrases in parentheses:

1. *jikum jhimtă-jhae* (can [I] go) ('in')?
2. *nan josøn-mal* ([I] don't know how to speak).
3. *jhimtäka jom* (probably will be uncomfortable).
4. *nukuka onul* (will probably go)?
5. *jungkuk-mal* (do [you] know how to speak) (to superior)?
6. *ku-yøkwani yøki-potam jom johunte, uli ku-yøkwanulo* (why don't [we] go)?
7. *apønim jikum tăke* (is [he]) (perhaps)?
8. *yøkito jham* ([it]'s [a] hot [place]).
9. *onul an-kato, sangkwan* (I'm sure there won't be any).

10. (since we're hungry), *yøkisø mwøt-jom møkko kajiyo.*

V. Give the English equivalents of the forms in heavy type in the following sentences:

1. *nali nømø tøwø, amokøtto* **halssuka øpsøsso?**
2. *ku-salami kukøt* **haljjul alkkayo?**
3. *onulto phyønjika* **an-olmoyang-inteyo.**
4. *kupuni jikum an-kesini,* **alssuka øpsumnita.**
5. *tto* **osilssu issulkkayo?**
6. *pølssø yølssinte wä ku-salami an-ojiyo?*
7. *jokkom-man tø issumyøn, ku-salami* **olkkemnita.**
8. *jønyøke yøkwanulo kasimyøn, kupun* **pölssu issulkkemnita.**

VI. Count the following nouns in Korean, using the numbers from 1–10, and using both the independent forms of the numbers and the number-classifier compounds:

pang
jhăksang
sonnim
atul
jatong-jha
pinu
pap
jha
ot
phyønji

VII. Connect the following sentences with the Korean equivalents of the English words in parentheses:

1. *pika mak omnita.* (because) *kanun-køt kuman tujiyo.*
2. *onul tto pika omnita.* (if) *øttøkhe halkkayo?*
3. *ku-salam malun jal hamnita.* (although) *jham nappun-salam-imnita.*
4. *yøkisø phøk mømnita.* (because) *uli jha thako kajiyo.*
5. *u-jhunge-pangun jom jøkumnita.* (although) *phøk siwøn-hamnita.*
6. *ku-salame-il asinun-køsi issumnikka?* (if) *na-hante ta malssum-hä-jusipsiyo.*
7. *ajhum-sinmunun øpsumnita.* (although) *jønyøk-sinmunun issumnita.*
8. *ikøn nømø nappumnita.* (because) *jom-lø jøhun-køsul pwä-jusiyo.*
9. *na-hante phyønjika omnita.* (if) *kot katta-jusiyo.*

VIII. Complete the following sentences with -ø- gerund forms based on the verb stems in parentheses, and give the English equivalents of the resulting verb forms:

1. *kukøt jikum øpsumnita. kuløjhi-man hana (mäntul- . . .)-tulilssun issumnita.*
2. *uli u-jhungulo (ollu- . . .)-(ka- . . .) kukyøng halkkayo.*
3. *ikøt-hako jøkøt ønukøsi (na- . . .)-pömnikka.*
4. *jø hin-yangpokul jom (ip*- . . .)-popsita.*
5. *näka an-(o- . . .)to sijak-(ha- . . .)-jusiyo.*
6. *jimtulun yøkwanulo (ponä- . . .)-tulikessumnita.*
7. *uli samjhungulo (näli- . . .)-kajiyo.*
8. *kupun-hante ku-malssum jom (ha- . . .)-jusipsiyo.*
9. *ku-kapangun nä-jhimtä-yøphe jom (noh- . . .)-jusiyo.*
10. *poktoe pulul jom (khi- . . .)-jusipsiyo.*

IX. Complete the following sentences with the Korean equivalents of the English phrases in parentheses:

1. *nali jom* ([it]'s getting warm).
2. *kuløn-il tasinun* ([you] shouldn't do).
3. *jø kil* (which is across)*-jipi josøn-yøkwan-imnita.*
4. *jom sijang-hani, mwøl jom* ([I]'ll have to eat).
5. *ku-salami* (even though [he] comes), *jikumun soyong øpso.*
6. *jø puli* (which is on)*-pangi ätamssu-pang-imnita.*
7. *ku-salami olttä-kkaji yøki jom* ([you] will have to stay) ('be').
8. *jikum* (even if [I] go), *ku-salam issulkkayo?*
9. *toni pølssø ta* ([it] had disappeared) ('had become non-existent').

10. *akka phyønji on-kot jom tasi* ([I]'ll have to read).
11. *pika* (since [it] rained) ('from its raining'), *motwassumnita.*
12. *malun kuløkhe* (even though [he] 'makes'), *ku-salam jham nappun-salam-iyo.*
13. *yøkwanulo* ([I'll have to] go and then), *ku-salam-hante* ([I]'ll have to inquire).

X. Change each of the following sentences to each of the possible negative forms (number of possibilities indicated by number after each sentence):

1. *nä ku-salam-hante ku-mal halssu ijjiyo.* (4)
2. *ikøn phalkessumnita.* (4)
3. *ku-salam-hako kajhi ikkessumnita.* (4)
4. *nan ku-il yømnyøka tömnita.* (2)
5. *kuløkhe halssu issumnita.* (2)
6. *kukøn jeka sajiyo.* (4)

XI. Make the sentence-final verb-stems formal:

1. *nali jom tøuni, jhan-ppilul hanjan hako kapsita.*
2. *ike johuni, ikøl sapsita.*
3. *johun-kokinun kupsita.*
4. *onul jønyøken hin-yangpokul ipupsita.*
5. *i-potam tø johun-yøkwanun øpsuni, yøki tupsita.*

XII. Complete the following sentences with the Korean equivalents of the English phrases in parentheses:

1. *yøkisø* ('up') (to the railroad station) *ølmana mømnikka.*
2. *na jikum* (to Phyøngyang) *jom kanun-kil-imnita.*
3. ('toward') (that way) *kasimyøn,* (to the right) *khun-jipi innunte, ku-jipi yøki pujhøng-imnita.*
4. *jikum* (to [your] house) *kasimyøn, tto osikessumnikka.*
5. *josøn-yøkwan* ('toward') (where) kamnikka.

XIII. Change the sentence-final verbs in the following sentences to past:

1. *pika mak omnita.*
2. *ku-salam hanun-male palun-malun hanato øpso.*
3. *ku-salami køki kakesso.*
4. *jeka kot phyønji hakessumnita.*
5. *josøn-jøngsikul sikhisikessumnita.*

XIV. Complete the following sentences with the corresponding progressive participle forms based on the verb stems in parentheses:

1. *jøkisø jikum* (*o-* . . .)*-salami ätamssumnita.*

2. *jalika (øps- . . .)-punun jø-hante malssum-hä-jusipsiyo.*
3. *yøki jom-tø (iss- . . .)-køsi jokhejjiyo.*
4. *jøkisø sinmun (ilk- . . .)-salami ku-salam an-iyo?*
5. *yøki phyo (phal- . . .)tenun øte isso?*
6. *jø ujae jikum (anj- . . .)-salam-hante mulø-posiyo.*
7. *i-sajinul yøki (køl- . . .)-køsi øttølkkayo.*
8. *pap-(møk- . . .)-ttä phyønjika wassumnita.*
9. *jom møløto, nali siwøn-hani, (køl- . . .)ke jokhejjiyo.*
10. *ulika (ka- . . .)-køsi jokhejjiyo.*

XV. Complete the following sentences with the corresponding Korean forms for the English phrases in parentheses:

1. (English or) *jungkuk-mal mollato, josøn-malul haljjul amnita.*
2. (one *wøn* or) *iwøn-imyøn, saji-man, kukøn mossakessumnita.*
3. (wine or) *ppilunun an-møkøto, tampänun phijiyo.*
4. (seat or) *jhimtäka ta phyøn-hasimnikka.*
5. *mikuksø* (about how many people) *wassumnikka.*

XVI. Complete the following sentences by giving the Korean equivalents of the English phrases in parentheses:

1. *nali jham* ([it]'s hot but), *onul häya-hakesso.*
2. *kuløkhe halssunun* ('[there] is but'), *jikumun mothamnita.*
3. *jeka* ([I]'ll go but) (to superior), *soyongi issulkkayo?*
4. *tonun jeka* ([I]'ll pay but) (to superior) *ili jal antwässumnita.*
5. *uli jhinkunun* ([he] isn't but), *kulälo, jal anunsalam-imnita.*
6. *ikøl* (just a little) *tø jusiyo.*

XVII. Complete the following sentences with the Korean equivalents of the English phrases in parentheses:

1. (a little more) *ssan-køsun øpsøyo?*
2. *ike yøkisønun* (best)*-yøkwan-imnita.*
3. (more than today) *tøun-nalto issøyo?*
4. *kuløkhe* (too slowly) *hamyøn, an-töni, jom ppalli hasiyo.*
5. (more than that man) *jøkun-salam posøsso?*
6. *ku-salami* (more than this one) *jungkuk-malul jal hamnita.*
7. *wøn-hasimyøn, tonun jeka* (more) *năkessumnita.*

SECTION B—CONVERSATION

Work through the following outlined conversations as you did in Unit 6. Branch out and start conversations on related topics. Ask questions in Korean and answer them.

1. *Going to the barber-shop.*

You ask the hotel clerk where there's a barber-shop. He gives you directions. You go to the shop. The barber shows you to a chair. He asks what you'll have. You tell him you want a haircut and a shave. He tries to sell you a shampoo, too. You decide against it. You ask him how much, pay and leave.

2. *Washing up.*

You ask the porter where the bathroom is. He suggests that if you just want to brush up you should go to the washroom. He directs you. You insist on a full bath. The porter gives you soap and a towel. He asks you how the water is. You tell him it's not very hot and ask him to put in more hot water. He does and asks you how it is. You tell him it's just right. Later you give the porter your shoes to shine and your suit to press. He says he'll be back right away. You tell him you just have to brush your teeth and comb your hair and that you'd better change before you go out.

3. *Eating out.*

Mr. Kim drops in on you. You tell him to come in. He asks if you've eaten. You say you haven't and he suggests going out to eat. You talk over the possibilities, decide on Korean food. You take a taxi, since it's pretty far. At the restaurant you ask him to order for you. Kim suggests you have something to drink and orders a couple of bottles of wine. You say it tastes good. Kim tells you to have some more of everything. He calls the waiter and tells him to take away the empty wine bottles. Kim pays the bill and leaves a tip. You wonder about how large a tip you usually leave in Korean restaurants. You suggest walking home. Kim agrees and says he isn't busy today. As you walk home you compare Korean and American weather.

4. *Sight-seeing.*

You ask the hotel clerk for a guide. You ask him for your mail and tell him to send the guide to your room when he comes. When the guide comes you talk about where to go. The guide suggests seeing the busiest part of town first. You ask him how far that is. He tells you it's not far and you decide to walk. You ask about the buildings, the City Hall, the schools. You take a street car. You go to the university. You compare universities, colleges and schools in Korea and in America. You ask about movie theatres. The guide directs you to them.

5. *Shopping.*

You stop Kim on the street and ask for directions to a shop. He asks what you want to buy and offers to go with you to a department store. You ask if he isn't too busy. He says he isn't. When you get to the store you ask for the shirt department. A clerk directs you. You take the elevator. You ask for shirts. The clerk asks for your size. He tells you what colors there are. You pick one. He suggests ties and handkerchiefs. You buy socks and underwear. You get tooth powder and brushes. Kim comments on the number of packages.

6. *Traveling.*

You decide on a place to go. You buy your ticket and ask when the train leaves. It's a night train so you buy a berth. You discuss upper vs. lower and finally decide on an upper. You ask when you get in in the morning. You ask if there's a dining car. The porter offers to take care of your baggage. You tell him on what train to put it and give him your berth number. You ask about a place to get your shoes shined. As you are getting them shined the conductor calls your train. You ask directions to the platform. You see the porter, ask him if your baggage is on and tip him. On the train the pullman porter shows you to your berth. You ask him to make it up right away. Later, you tell him to wake you in time for breakfast.

SECTION C—LISTENING IN (TRUE–FALSE)

Records 24A and B, 25A and B.

Listen to the Guide or the phonograph record as each one of the conversations is read. The second time listen carefully for points you may have missed the first time.

Following each conversation (and separated from it by a spiral on the record) are five true-false statements based on the content of the conversation. Write the numbers from 1 to 5 on a piece of paper and mark the statements true (T) or false (F), as they are read by the Guide or the phonograph record. Judge them as you did in Section D of Unit 6.

KEY

The following pages give in condensed form a Key to the exercises contained in the **What Would You Say?** Sections of each regular Unit, and to the test and exercises of the Review Units.

Each part of the Key is identified by a heading giving the Unit and Section in which the exercise occurs.

Unit 1. What Would You Say? (Pages 20–22)

1. c
2. a
3. b
4. b
5. a
6. a
7. a
8. a
9. c
10. a
11. a
12. c
13. a
14. c
15. a
16. a
17. a
18. b
19. a
20. b

Unit 2. What Would You Say? (Pages 57–59)

A

1. c
2. a
3. b
4. a
5. b
6. a
7. b
8. a
9. b
10. a
11. a
12. a
13. a
14. c
15. a
16. a

B

1. a. *-imnikka*
   b. *issumnikka*
   c. *-imnikka*
   d. *hansimnikka*
   e. *kassumnikka*

2. a. *manssumnikka*
   b. *øpsumnita*
   c. *hamnikka*
   d. *ttønamnikka*
   e. *ttønamnita*
   f. *issumnikka*
   g. *issumnita*
   h. *samnikka*

3. a. *-imnikka*
   b. *-(i)mnita*
   c. *issumnita*
   d. *issumnikka*
   e. *issumnita*

Unit 3. What Would You Say? (Pages 94–95)

1. a
2. b
3. b
4. b
5. c
6. a
7. a
8. a. *olssita* or *-(i)mnita*
   b. *kesimnita*
   c. *issumnita*

d. *kesimnikka*
e. *issumnita*

9. a. *-imnita*
b. *-imnikka*
c. *-imnikka*
d. *-(i)mnita*
e. *olssita* or *-(i)mnita*
f. *-isijiyo*
g. *-(i)mnikka*
h. *-(i)mnita*

10. a. *kijhaka*
b. *suli*
c. *salami*
d. *kamjaka*
e. *atuli*
f. *ulika*
g. *anäka*
h. *silkwaka*

11. a. *kijhanun*
b. *sulun*
c. *salamun*
d. *kamjanun*
e. *atulun*
f. *ulinun*
g. *anänun*
h. *silkwanun*

12. a. *-isimnikka*
b. *an-kesijiyo*
c. *nukumnikka*
d. *-imnita*
e. *-imnikka*
f. *-imnita*
g. *kesimnita*
h. *kasijiyo*
i. *hasimnita*
j. *osijiyo*

Unit 4. What Would You Say? (Pages 123–124)

1. a. *omnita, ojiyo, okessumnita, okejjiyo*
b. *kamnita, kajiyo, kakessumnita, kakejjiyo*
c. *møksumnita, møkjiyo, møkkessumnita, møkkejjiyo*
d. *jossumnita, jojhiyo, jokhessumnita, jokhejjiyo*
e. *øttøssumnikka, øttøjhiyo, øttøkhessumnikka, øttøkhejjiyo*
f. *kuløssumnita, kuløjhiyo, kuløkhessumnita, kuløkhejjiyo*
g. *manssumnita, manjhiyo, mankhessumnita, mankhejjiyo*
h. *anssumnita, anjjiyo, ankkessumnita, ankkejjiyo*
i. *issumnita, ijjiyo, ikkessumnita, ikkejjiyo*
j. *køssumnita, køjjiyo, køkkessumnita, køkkejjiyo*
k. *øpsumnita, øpjiyo, øpkessumnita, øpkejjiyo*

2. a. *ikøsun josøn-mallo mu[illegible]lako hamnikka.*
b. *ikøsun yøngølo* "apple" *ilako hamnita.*
c. *kim-sønsäng-ilako hamnita.*
d. *kim-sønsäng-ilako, phyøngyangsø samnita.*

3. a. *-ijiyo*
b. *-ijjiyo*
c. *jokhejjiyo*
d. *møksumnita*

e. *ojiyo*
f. *øpjiyo*
g. *phijiyo*
h. *kaya-hakɛjjiyo*
i. *ojiyo*

4. Possible attributive phrases or compounds are:
1-1, 2-8, 3-2, 4-4, 5-9, 6-3, 7-5, 8-9, 9-4, 10-7.

5. a. *jhupkejjiyo*
b. *osikessʉmnita*
c. *jokhessʉmnita*
d. *salkessʉmnikka*
e. *alø-tʉtʉsikessʉmnikka*

Unit 5. What Would You Say? (Pages 150–152)

A

1. a
2. b
3. a
4. b
5. a
6. a
7. a

B

1. a. (*-e*) 'The hotel room is all right, isn't it?'
b. (*-e*) 'This is a picture of [my] family.'
c. (*-e*) 'He's my ("our") daughter's teacher.'
d. (*-e*) 'Is the upstairs room quiet?'
e. (*-e*) 'There are many big buildings in Søul.'

2. a. (*-sø*) 'I live in Phyøngyang.'
b. (*-sø*) 'He comes ("came") from Søul.'
c. (*-sø*) 'Do [they] use electric lights in Korea?'
d. (*-sø*) '[I]'ll come from there at one o'clock.'
e. (*-sø*) 'My younger brother goes to school in Chicago.'

3. a. (*-ʉl*) 'Do [you] know his name?'
b. (*-ʉl*) 'Please bring [me] some more meat and wine.'
c. (*-ʉl*) 'By the way, what do you call this (thing)?'
d. (*-lʉl*) 'Please put in a bed for [me].'
e. (*-lʉl*) 'Please wake me up at seven o'clock.'

4. a. (*-to*) 'Is he a Korean, too?'
b. (*-to; -to*) '[We] have both tea and beer. What will [you] have?'
c. (*-to; -to; -to; -to*) '[I] have an older brother, an older sister, and (also) two younger brothers and a younger sister.'

5. a. *hantal*
   b. *sawøn*
   c. *ŭja sekā*

6. a. *nā-*
   b. *nanŭn; kŭ-salamŭn; näka; kŭ-salami; ulinŭn; ulika*
   c. *kŭ-salamŭn; kŭ-salami*
   d. *täken; kŭ-salamen*
   e. *täke; kŭ-salam(e); uli*
   f. *nā-; kŭ-salam(e); uli*

7. 1. F
   2. T
   3. F
   4. F
   5. F

Unit 6. Section A — Word Study Review (Pages 159–163)

I. 1. *amnita*
   2. *samnikka*
   3. *salam-imnita*
   4. *ttønamnikka*
   5. *tanijiyo*
   6. *ijjiyo*
   7. *manssŭmnita*
   8. *øttøjhiyo*
   9. *kkäwø-tŭlikessŭmnita*
   10. *tøpsŭmnikka*

II. 1. *katta-tŭlikessŭmnita*
   2. *kakessŭmnita*
   3. *ikkessŭmnita*
   4. *siwøn-hakessŭmnita*
   5. *tŭlkejjiyo*

III. 1. *tasøssalami issŭmnita*
   2. *øpsŭmnikka*
   3. *øpsŭmnikka*
   4. *øpsŭmnita*
   5. *issŭmnita*
   6. *kesimnita*

IV. 1. *an-imnita*
   2. *an-iyo*
   3. *ye; ye*

V. 1. *jinji japsusimnita*
   2. *tŭsikessŭmnita*
   3. *kalŭkhisimnita*
   4. *anjŭsimnita*
   5. *kasimnikka*
   6. *kŭ-täke-sikkuka manhŭsimnikka*
   7. *hasijiyo*
   8. *atŭnim . . . kesimnita*
   9. *alø-tŭtŭsimnikka*
   10. *hyøngnimi . . . kesimnikka*

   'Is your son in China now?' (Informal)
   'Is your son in China now?' (Formal)

VI. A. *apønim*
B. *atʉnim*
A. *atʉl*
B. *puin*
A. *je-tongsäng*
B. *hyøngnimʉn*
A. *hyøngnim tupun; nunim tupun*
B. *anhä; atʉl hana ikko, ttal tuli*
A. *hyøngjepunʉn*
B. *nui-tongsängi*
A. *hyøngnimʉn*

VII. 1. *kʉ-salamʉn ätamssʉlako hamnita.*
2. *yøkwanʉn yøngølo muølako hamnikka.*
3. *ikøsi "watermelon"-ilako hamnita.*
4. *ätamssʉlʉl josøn-mallo muølako hamnikka.*
5. *kim-yøngholako, søul jøngkøjang-kʉnjhøesø samnita.*

VIII. 1. *osipsiyo*
2. *anjʉsipsiyo*
3. *ssø-jusipsiyo*

IX. 1. *kasipsita*
2 *hasipsita*
3. *tʉsipsita*

X. 1. *mikuk-salamʉn*
2. *i-yøkwan pangkkapsi*
3. *kʉ-salam(e)-apønim*
4. *jø-sul-pyøngʉl*
5. *mikuk-sikhako*

XI. 1. 'From what part of Korea . . .'
2. 'As for his father, . . . from China . . .'
3. '. . . at what time in the morning . . .'
4. 'As for in Korea, . . .'
5. '. . . in which hotel . . .'

XII. 1. *kim-yongholʉl* 'Kim Yønghø'
2. *kʉ-tʉljhangʉl* 'that window'
3. *mulʉl* 'water'
4. *jhalʉl* 'tea'
5. *nalʉl* [1] 'me'

XIII. 1. 'I came from America by myself, too.'
2. 'We have vegetables and fruit, as well as ("and also") beer.'
3. 'Both my father and his father are in America.'

XIV. 1. 'my' or 'our'
2. 'as for me'
3. 'I'

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[1] With *nalʉl* use *amnikka* rather than *asimnikka*, which goes better with *jølʉl*.

XV.		Column I (Korean)	Column II (Chinese)
	'One'	*hana*	*il*
	'Two'	*tul*	*i*
	'Three'	*set*	*sam*
	'Four'	*net*	*sa*
	'Five'	*tasøt*	*o*
	'Six'	*yøsøt*	*yuk*
	'Seven'	*ilkop*	*jhil*
	'Eight'	*yøtøl*	*phal*
	'Nine'	*ahop*	*ku*
	'Ten'	*yøl*	*sip*

XVI.	*-si*	*-pun*	*-jøn*
	hansi	*hanpun*	*iljjøn*
	tusi	*tupun*	*ijøn*
	sesi	*sepun*	*samjøn*
	nesi	*nepun*	*sajøn*
	tasøssi	*tasøtpun* (or *tasøppun*)	*ojøn*
	yøsøssi	*yøsøtpun* (or *yøsøppun*)	*yukjøn*
	ilkopsi	*ilkoppun*	*jhiljjøn*
	yøtølssi	*yøtølppun*	*phaljjøn*
	ahopsi	*ahoppun*	*kujøn*
	yølssi	*yølppun*	*sipjøn*

XVII. 1. *yølppuni; kʉ-salamtʉlto; jhinkutʉlʉn*
2. *tongsängtʉlʉn; kʉ-ätʉli; kʉ-ølin-ätʉli*

XVIII. 1. *nä-pangʉn*
2. *hansalamʉn; hananʉn*
3. *kʉ-salamʉn; hananʉn; tulʉn*

Section C. True–False (Page 166)

Part 1

Record 12A

F 1. *kim-yøngho-sønsängʉn mikuksø osøssʉmnita.*
T 2. *ätamssʉnʉn mikuk-salam-imnita.*
T 3. *mikuk-salamʉn ta yøngølʉl hamnita.*
F 4. *mikuk-salamʉn ta josøn-mal-haljjul amnita.*

F 5. *mullon yolume nuni mani omnita.*
F 6. *yølumenun phøk jhupsumnita.*
T 7. *kyøulen jham jhupko, nunto mani omnita.*
F 8. *kyøulen häka mak ttukøpsumnita.*
T 9. *pom-hako kaulun ilkika jham jossumnita.*
T 10. *josønenun pulun jønki-ppulul ssumnita.*

Part 2

T 11. *onul tøunte, jhan-køt halkkayo?*
F 12. *ku-salamun jøngkøjange samnita.*
T 13. *nanun jikum josøn-malul hamnita.*
F 14. *mikuk-salamun tatul tampälul phimnita.*
F 15. *i-ølinänun hakkyosø kalukhimnita.*
F 16. *jøngkøjangun yøkwan-imnita.*
T 17. *pyønsonun jipe issumnita.*
F 18. *im-kwangsunun ätamssue-atul-imnita.*
T 19. *sakwanun silkwamnita.*
T 20. *josønsønun josøn-malul hamnita.*

Section D. Listening In (Conversations) (Page 167)

1. *Adams asks for information in the railroad station.*

Record 12B, beginning

Adams: *malssum-jom mulø-popsita.*
hängun: *ye.*
Adams: *jø, søul-jha messie ttønajiyo?*
hängun: *ilkopsie ttønamnita.*
Adams: *kuløm, søule messie tassumnikka.*
hängun: *ajhume tassumnita.*
Adams: *komapsumnita.*
hängun: *jhønmane-malssum-imnita.*

2. *Adams asks directions to a hotel.*

Record 12B, after 1st spiral

Adams: *yøki yøkwani øte issumnikka.*
hängun: *jøki jø-khun-jipi yøkwan-imnita.*
ili kojjang-aphulo kasipsiyo.

Adams: *jal mol-ala-tukkessumnita.*
jom jhønjhøni malssum-hasipsiyo.
hängun: *jøki jø-khun-jipi yøkwan-imnita.*
ili kasipsiyo. alø-tukkessumnikka?
Adams: *ye. alø-tukkessumnita.*
jham komapsumnita.

3. *Adams rents a room at the hotel.*

Record 12B, after 2nd spiral

jømuøn: *øsø tulø-osipsiyo.*
Adams: *pang hana issumnikka?*
jømuøn: *ye. issumnita. ili osipsiyo.*
ja, i-pang øttøssumnikka.
Adams: *i-køn nømø jøkunteyo.*
jom-tø khun-køsun øpsumnikka?
jømuøn: *wayo. u-jhunge hana issumnita.*
(The clerk shows Adams another room)
Adams: *ye. i-pangun jossumnita.*
kuløjhi-man, wä jhimtän øpjiyo?
jømuøn: *jhimtän manssumnita.*
wøn hasimyøn, hana nwa-tulijiyo.
Adams: *ye. kuløkhe hä-jusipsiyo.*
jham. pulun mullon jønki-ppulul ssusikejjiyo?
jømuøn: *ye. suwijhika palo yøki issumnita.*
jeka pulul khijiyo.
Adams: *ye. jossumnita.*
kulønte, pang-kkapsun ølmamnikka.
jømuøn: *halo-ppame samuøn-imnita.*
Adams: *kuløm, näka i-pange tuljiyo.*
jømuøn: *pul kkuko, ale-jhungulo nälya-kasijiyo.*

4. *They go down to the clerk's office.*

Record 12B, after 3rd spiral

Adams: *jham. u-jhunge ku-pang joyong-hamnikka?*
jømuøn: *ye. jham joyong-hamnita.*
jø, yøkie sønghamul ssø-jusipsiyo.
Adams: *ike muømnikka.*

jømuwøn:	*ike yøki-sukpakpumnita.*
	mikuksø osøssʉmnikka?
Adams:	*ye. nan mikuk-salam-imnita.*

Record 13A, beginning

jømuwøn[1]:	*josøn jhøʉm osøssʉmnikka?*
Adams:	*ye. jhøʉm wassʉmnita.*
	jham. kʉlønte, nä-pange-jangʉn nongnok-hajiyo?
jømuwøn:	*ye. nøngnøk-hasilkkemnita.*
Adams:	*kʉlønte, yøki pyønson øte issʉmnikka.*
jømuwøn:	*jham. pokto man-kkʉthe issʉmnita.*
Adams:	*ja, kʉløm, ajhʉme tto pöpjiyo.*
jømuwøn:	*jham. ajhʉmie kkäwø-tʉlilkkayo?*
Adams:	*ye. na jom iljjʉk ilønaya-hakessʉmnita.*
	han ilkopsie jom kkäwø-jusipsiyo.
jømuwøn:	*ye. kʉløkhe hakessʉmnita. annyøngi jumusipsiyo.*
Adams:	*annyøngi swisipsiyo.*

(Adams rings for the bell-boy)

Adams:	*na mul-jom katta-jusiyo.*
ppoi:	*ye. kʉløkhe hakessʉmnita.*
Adams:	*ye. komapsʉmnita.*
	kʉlønte, onʉl jham tøupkumanyo.
ppoi:	*ye. onʉl jham tøupsʉmnita.*
	jeka tʉljhangʉl jom yøljiyo.
	kʉløjhi-man, pamen jom siwøn-hakejjiyo.

5. *Adams goes to a restaurant.*

Record 13A, after 1st spiral

simpulumkhʉn:	*muøsʉl japsusikessʉmnikka.*
Adams:	*pap-hako koki-jom katta-jusipsiyo.*
simpulumkhʉn:	*ye.*
Adams:	*sul øpsʉmnikka?*
simpulumkhʉn:	*ye. øpsʉmnita.*
Adams:	*tampä-hako søngnyang-jom katta-jusipsiyo.*
simpulumkhʉn:	*ye.*
Adams:	*mul hankʉlʉt jom jusipsiyo.*
	jønpu ta hap-häsø ølmamnikka.
simpulumkhʉn:	*iwøn-imnita.*

[1] Record has *samuwøn*.

Adams: *yøki pyønso øle issumnikka.*
simpulumkhun: ön-jjoke issumnita. ön-jjokulo kasipsiyo.

6. *Adams visits Kim.*

Record 13A, after 2nd spiral

Adams: *annyøng-hasimnikka? kim-sønsäng-isijiyo?*
kim: *ye. je-ilumi kim-sønsäng-olssita.*
Adams: *jhøum-pöpsumnita.*
je-ilumun ätamssu-olssita.
kim: *øsø tulø-osipsiyo.*
ili anjusipsiyo.
Adams: *ye. komapsumnita.*
kim: *yøki tampä hana phisikessumnikka?*
Adams: *ye. tampä yøki issumnita.*
kim: *kulønte, mikuk-øtesø osøssumnikka.*
Adams: *sikhakosø wassumnita.*

Record 13B, beginning

kim: *yølløpuni osøssumnikka?*
Adams: *an-iyo. honja wassumnita.*
Adams: *onul nali jham tøupkumanyo.*
kim: *ye. jham tøupsumnita.*
Adams: *kulønte, ikøsul josøn-mallo muølako hamnikka.*
kim: *khong-ilako hamnita.*
Adams: *ku-ppilu jham jossumnita.*
jø, mikuk-tampä hana phisijiyo?
kim: *ye. komapsumnita.*
kulønte, täken sikkuka meppun-isijiyo.
Adams: *uli tul-hako, ttal tul-imnita.*
kim-sønsäng-täkenun meppun-isimnikka.
kim: *uli tul-hako, atule-sikku set-hako, ku-alälo aika sesimnita.*
ike uli-jip-sikku sajin-imnita.
Adams: *jham jossumnita.*
i-ølinänun nukujiyo.
kim: *kuke uli sonju-aimnita.*
Adams: *kumnyøne messal-imnikka.*
kim: *ahopsal-imnita.*
kulønte, ätamssu-sønsäng, hyøngjepunun an-kesimnikka?

Adams: *nui-tongsäng hana issumnita.*
jikum hakkyosø kalukhimnita.
kim: *jikum messijiyo.*
Adams: *ilkopsimnita.*
jham. onulppame sonnimi meppun osijiyo.
kim: *han tasøppun osimnita.*
ilkopsi-ini, inje kot tatul osikejjiyo.

7. *As they leave the cafe, Adams stops to buy cigarettes.*

Record 13B, after 1st spiral

Adams: *ikøt ølmamnikka.*
jømuøn: *kukøt iluøn-imnita.*
Adams: *tampä issumnikka?*
jømuøn: *ye. issumnita.*
Adams: *kuløm, tampä-hako søngnyang-jom jusipsiyo.*
jønpu ta hap-häsø ølmamnikka.
jømuøn: *iluøn ojøn-imnita.*
(Adams pays him)
ye. komapsumnita.
annyøngi kasipsiyo.

Section D. Listening In (True-False Statements)
(Pages 168–169)

Conversation 1
1. F.
2. T.
3. T.
4. F.

Conversation 2
1. F.
2. T.
3. F.

Conversation 3
1. F.
2. T.
3. F.
4. T.
5. T.
6. T.
7. T.
8. F.

Conversation 4
1. T.
2. T.
3. T.
4. F.
5. F.
6. T.

Conversation 5
1. T.
2. T.
3. F.
4. T.
5. F.

Conversation 6

1. F.
2. T.
3. T.
4. F.
5. F.
6. F.
7. F.
8. F.
9. F.
10. F.
11. T.

Conversation 7

1. F.
2. F.
3. T.

Unit 7. What Would You Say? (Pages 189–191)

1. a. *hä-jusiyo*
   b. *-iyo*
   c. *katta-jukesso*
   d. -(*i*)*yo*
   e. *yøo*
   f. *møkso*
   g. *hao*
   h. *jhupso*
   i. *molso*
   j. *takkø-jukesso*

2. P. *osøssŭmnita*
   A. *osøsso*
   P. *osøssŭmnita*
   A. *nälyø-kakesso; hŭliyo*
   P. *jossŭmnita*
   A. *tøupso*

3. a. *khŭko*
   b. *ikko*
   c. *jokho*
   d. *kesiko*
   e. *salko*
   f. *-iko*
   g. *mokyok-hako; yangjhi-hako*
   h. *-iko*
   i. *ilkko*
   j. *ikko*
   k. *mokyok-hako*

4. a. *salam-* (*salam*)
   b. *ikøsŭl* (*ikøt*)
   c. *osŭl* (*ot*)
   d. *mejhi* (*met*)
   e. *ppilunŭn* (*ppilu*)
   f. *sŭl* (*sŭl*)
   g. *hansalami* (*hansalam*)
   h. *ipalkkapsi* (*ipalkkap*)
   i. *yøph-* (*yøp*)
   j. *kkŭth-* (*kkŭt*)

5. 1. *ätamssŭ ipalsoe ipal-halyø kassŭmnita.*
   2. *ipalso-kŭnjhøenŭn yøkwani issŭmnita.*
   3. *ätamssŭ ipalsoesø ipalto hako, myøntoto hako, mølito kamøssŭmnita.*
   4. *ye. kŭ-ipalso phøk khŭmnita.*
   5. *pame kim-yøngho-sønsängi yøkwane wassŭmnita.*

Unit 8. What Would You Say? (Pages 222–224)

1. 1. *komaun*
2. *tøun*
3. *palʉn*
4. *tʉl*
5. *alø-tʉtʉl*
6. *kuul*
7. *ilkʉn*
8. *olhʉn*
9. *tøul*
10. *siphʉn*
11. *jøkʉn*
12. *khʉn; anjʉn*
13. *johʉn*

2. 1. *philssu issʉmnita; philssu øpsʉmnita*
2. *møkʉlssu issʉmnita; møkʉlssu øpsʉmnita*
3. *halssu issʉmnita; halssu øpsʉmnita*
4. *kalssu issʉmnita; kalssu øpsʉmnita*
5. *møkʉlssu issʉmnita; møkʉlssu øpsʉmnita*
6. *nälssu issʉmnita; nälssu øpsʉmnita*
7. *mal-halssu ikkessʉmnita; mal-halssu øpkessʉmnita*

3. 1. *ssʉljjul amnita; ssʉljjul molʉmnita*
2. *japsusiljjul asimnikka; japsusiljjul molʉsimnikka*
3. *haljjul amnita; haljjul molʉmnita*

4. 1. *johʉlmoyang-ijiyo*
2. *kalmoyang-ijiyo*
3. *pulʉlmoyang-ijiyo*

5. 1. *-isinkayo*
2. *japsusilkkayo*
3. *kesinkayo*
4. *kalkkayo*
5. *tusilkkayo*

6. 1. *johʉnteyo*
2. *hante*
3. *khʉnteyo*
4. -(*i*)*nte*
5. *manhʉnte*

7. 1. *halkkemnita*
2. *tøulkkemnita*
3. *osilkkemnita*

8. 1. *ätamssʉ-sønsäng-jhinku josøn-salam kim-yøngho-sønsängi jønyøke ätamssʉ-yøkwane wassʉmnita.*
2. *tusalami kajhi ʉmsikjømelʉl kassʉmnita.*
3. *ʉmsikjøme møkʉlyø kamnita.*
4. *tusalami josøn-ʉmsikʉl møkøssʉmnita.*
5. *ätamssʉnʉn josøn-ʉmsikʉl jal molʉni, josøn-ʉmsik sikhilssu øpsʉmnita.*

9. *kuk hankʉlʉt,tukʉlʉt, sekʉlʉt, nekʉlʉt, tasøtkʉlʉt* (or *tasøkkʉlʉt*), *yøsøtkʉlʉt* (or *yøsøkkʉlʉt*), *ilkopkʉlʉt, yøtølkkʉlʉt, ahopkʉlʉt, yølkkʉlʉt.*

jha hanjan, tujan, sejan, nejan, tasøjjan, yøsøjjan, ilkopjan, yøtøljjan, ahopjan, yøljjan.

sonnim hanpun, tupun, sepun, nepun, tasøtpun (or *tasøppun*), *yøsøtpun* (or *yøsøppun*), *ilkoppun, yøtølppun, ahoppun, yølppun.* (*sonnim hana, sonnim tul,* etc.)

hyøngjepun hanpun, tupun, etc. (*hyøngjepun hana, hyøngjepun tul,* etc.)

salam hansalam, tusalam, sesalam, nesalam, tasøssalam, yosøssalam, ilkopsalam, yøtølssalam, ahopsalam, yølssalam. (*salam hana, salam tul,* etc.)

jatong-jha hantä, tutä, setä, netä, tasøttä, yøsøttä, ilkoptä, yøtølttä, ahoptä, yølttä. (*jatong-jha hana, jatong-jha tul,* etc.)

pang hana, pang tul, etc.

ʉja hankä, tukä, sekä, nekä, tasøtkä (or *tasøkkä*), *yøsøtkä* (or *yøsøkkä*), *ilkopkä, yøtølkkä, ahopkä, yølkkä.* (*ʉja hana, ʉja tul,* etc.)

jhäk-sang hankä, tukä, etc. (*jhäk-sang hana, jhäk-sang tul,* etc.)

pap hankʉlʉt, tukʉlʉt, etc.

Unit 9. What Would You Say? (Pages 260–261)

1\.
1. *molʉni*
2. *ana*
3. *siphʉni*
4. *ana*
5. *kasimyøn*
6. *jøkʉni*
7. *omyøn*
8. *pika oni*
9. *manhʉna*
10. *ssø-jusimyøn*
11. *johʉni*

2\.
1. *siphø*
2. *pwa*
3. *kuwø*
4. *tälyø*
5. *ponä*
6. *nwa*
7. *khyø; nwa*
8. *tʉlø*
9. *yølø*
10. *tøwø*
11. *kalʉkhyø*
12. *anjø*
13. *hä*
14. *ilkø*
15. *kølø*

3. 1. *kʉkøn khʉji anssʉmnita. kʉkøn khʉji mot-hamnita.*
2. *jøn yøngø an-hamnita. jøn yøngø mot-hamnita. jøn yøngø haji anssʉmnita. jøn yøngø haji mot-hamnita.*
3. *onʉlʉn nali tøupji anssʉmnita.*
4. *pangi pyøllo jojhi anssʉmnita. pangi pyøllo jojhi mot-hamnita.*
5. *kʉ-salami kato, nan an-kakessʉmnita. kʉ-salami kato, nan mot-kakessʉmnita. kʉ-salami kato, nan kaji ankhessʉmnita. kʉ-salami kato, nan kaji mot-hakessʉmnita.*
6. *jikʉm ponä-tʉliji anssʉmnita. jikʉm ponä-tʉliji mot-hamnita.*
7. *kʉ-il sijak an-hakessʉmnita. kʉ-il sijak mot-hakessʉmnita. kʉ-il sijak-haji ankhessʉmnita. kʉ-il sijak-haji mot-hakessʉmnita.*
8. *josønenʉn khʉn-jipi manjhi anssʉmnita.*
9. *jøn tampä an-phimnita. jøn tampä mot-phimnita. jøn tampä phiji anssʉmnita. jøn tampä phiji mot-hamnita.*
10. *yøkisø mølji anssʉmnita.*

4. 1. *møkʉpsita* ('Let's have dinner together tonight.')
2. *kapsita* ('It's a little far, so let's go by auto.')
3. *ilønapsita* ('Let's get up at seven o'clock tomorrow morning.')
4. *hapsita* ('Well, then, let's write him a letter.')
5. *køpsita* ('Let's hang up our hats and raincoats here.')

Unit 10. What Would You Say? (Pages 290–292)

1. 1. *mikuke* ('Is your (older) brother in America now?')
2. *sajhʉngʉlo* ('[He] went up to the fourth floor (riding) on the elevator.')
3. *ʉmsikjøme; päkhwajøme* ('They have shirts in department stores, not in restaurants.')
4. *phyøngyange* ('About how far is it from here to Phyøngyang?')
5. *øte* ('Where did he go?')
6. *täke; hakkyoe* ('Mr. Kim is not home now; he's at school.')
7. *øtelo* ('By the way, how do I get to the station?')
8. *ön-jjokʉlo; palʉn-jjoke* ('If you go straight to the left, the barber-shop is on the right.')
9. *øte* ('Where do you have to go by street-car?')
10. *yøkwane* (*yøkwanʉlo* or *yøkwan-kkaji*) ('Let's go together to (toward, or up to) my hotel.')

11. *jøngkøjange* (*jøngkøjangŭlo* or *jøngkøjang-kkaji*) ('I'll go with you to (toward, or up to) the station.')
12. *mikuke; josøne* ('Chicago is in America, and Søul is in Korea.')

2. 1. *saløssŭmnita* or *salassŭmnita*
2. *tulø-kasso*
3. *kassŭmnita*
4. *haji anhøssŭmnita*
5. *haljjul mollassŭmnita*

3. 1. *kanŭn-*
2. *onŭn-*
3. *hanŭn-*
4. *masinŭn-; kønnŭn-*
5. *kumnŭn-* or *kunnŭn-*
6. *kanŭn-*
7. *imnŭn-*
8. *annŭn-*
9. *hanŭn-*
10. *møngnŭn-*

4. a. 1. F
2. F
3. T
4. F
5. F

b. 1. F
2. F
3. T
4. F
5. T

c. 1. F
2. T
3. F
4. F
5. F

Unit 11. What Would You Say? (Pages 319–320)

1. 1. *kasø* 'go and . . .'
2. *pulphyøn-hăsø* 'it was comfortable, so . . .'
3. *jojhi anhøsø* 'it wasn't good, but . . .'
4. *wasø* 'came and . . .'
5. *mulø-pwasø* 'ask and . . .'

2. 1. *tø khŭn-køsŭl*
2. *tø pwă-jusiyo*
3. *tø jusiyo*

3. 1. *jeil johŭn-yøkwanŭn*
2. *jeil joyong-hamnikka*

4. 1. *nømø tøuni*
2. *nømø jøkøsø*

5. 1. *kŭ-salam-potam*
2. *jø-thai-potam*

P

6. 1. T
2. F
3. F
4. F
5. T

Unit 12. Section A — Word Study Review (Pages 329–333)

I. 1. *molŭo*
2. *sao*
3. *øpso*
4. *phyøn-hasiyo*
5. *ălamssŭ-iyo*
6. *jowa-pŏo*
7. *ttøna-kasso*
8. *kasiyo*
9. *joyong-hao*
10. *yøo*

II. 1. *nä-køsiko*
2. *ikko*
3. *japsusiko*
4. *silko*
5. *tuko*

III. 1. *khŭn-køsŭn*
2. *on-*
3. *johŭn-kose*
4. *ssŭlssŭ øpsŭni*
5. *annä-halssu issŭmnita*
6. *hasilkkøt*
7. *kalssu ikkesso*
8. *olssikani*
9. *tölkkemnita*
10. *kan-*

IV. 1. *tŭlø-kalssu issŭmnikka*
2. *haljjul molŭmnita*
3. *pulphyøn-hakejjiyo*
4. *kakejjiyo*
5. *hasiljjul asimnikka*
6. *wä kaji anssŭmnikka*
7. *kesinkayo*
8. *tøunteyo*
9. *øpsŭlkkemnita*
10. *sijang-hani, uli . . .*

V. 1. 'can't [you] do'
2. 'does [he] know how to do'
3. '[it] probably won't come'
4. '[he] can't know'
5. 'can [you] come'
6. 'since [it] is'
7. '[he]'ll probably come'
8. '[you]'ll surely be able to see'

VI. *pang hana, pang tul, pang set, pang net, pang tasøt, pang yøsøt, pang ilkop, pang yøtøl, pang ahop, pang yøl.*

jhäksang hana, jhäksang tul, etc. (*jhäksang hankä, tukä, sekä, nekä, tasøtkä* (or *tasøkkä*), *yøsøtkä* (or *yøsøkkä*), *ilkopkä, yøtølkkä, ahopkä, yølkä.*)

sonnim hana, sonnim tul, etc. (*sonnim hanpun, tupun, sepun, nepun, tasøtpun, yøsøtpun, ilkoppun, yøtølppun, ahoppun, yølppun.*)

atʉl hana, atʉl tul, etc.

jatong-jha hana, jatong-jha tul, etc. (*jatong-jha hantä, tutä, setä, netä, tasøltä, yøsøttä, ilkoptä, yøtøltä, ahoptä, yølttä.*)

pinu hankä, tukä, sekä, etc.

pap hankʉlʉt, tukʉlʉt, sekʉlʉt, nekʉlʉt, tasøtkʉlʉt or *tasøkkʉlʉt, yøsøtkʉlʉt* or *yøsøkkʉlʉt, ilkopkʉlʉt, yøtølkkʉlʉt, ahopkʉlʉt, yølkkʉlʉt.*)

jha hanjan, tujan, sejan, nejan, tasøjjan, yøsøjjan, ilkopjan, yøtøljjan, ahopjan, yøljjan.)

ot hanpøl, tupøl, sepøl, nepøl, tasøtpøl or *tasøppøl, yøsøtpøl* or *yøsøppøl, ilkoppøl, yøtølppøl, ahoppøl, yølppøl.*)

phyønji hana, phyønji tul, etc. (*phyønji hanjang, tujang, sejang, nejang, tasøtjang* or *tasøjjang, yøsøtjang* or *yøsøjjang, ilkopjang, yøtøljjang, ahopjang, yøljjang.*)

VII. 1. *oni*
2. *omyøn*
3. *hana*
4. *møni*
5. *jøkʉna*
6. *issʉmyøn*
7. *øpsʉna*
8. *nappʉni*
9. *omyøn*

VIII. 1. *mäntʉlø-(tʉlilssun issʉmnita)* '[I] can make one for [you]'
2. *olla-kasø* 'go up and . . .'
3. *na-(pömnikka)* 'does [it] look better'
4. *ipø-(popsita)* 'let's try (to put on)'
5. *(an-)wa-(to)* 'won't go, but . . .'; *(sijak-) hä-(jusiyo)* 'start for [me]'
6. *ponä-(tʉlikessʉmnita)* '[I]'ll send for [you]'
7. *nälyø-(kajiyo)* 'suppose [we] go down'
8. *hä-(jusipsiyo)* 'please speak for [me]'
9. *nwa-(jusipsiyo)* 'please put in for [me]'
10. *khyø-(jusipsiyo)* 'please put on for [me]'

IX. 1. *tøwøjimnita*
2. *halkkøt øpsʉmnita*
3. *kønnø-innʉn-*
4. *møkøya-hakessʉmnita*
5. *wato*
6. *khin-*
7. *issøya-hakessʉmnita*
8. *kato*
9. *øpsøjøssʉmnita*
10. *ilkøya-hakessʉmnita*
11. *wasø*
12. *häto*
13. *kaya-hako; mulø-pwaya-hakessʉmnita.*

X. 1. *an-hakessʉmnita*
haji ankhessʉmnita
mot-hakessʉmnita
haji mot-hakessʉmnita
halssu øpsʉmnita[1]
2. *an-phalkessʉmnita*
phalji ankhessʉmnita
mot-phalkessʉmnita
phalji mot-hakessʉmnita
3. *an-ikkessʉmnita*
ijji ankkessʉmnita
mot-ikkessʉmnita
ijji mot-hakessʉmnita
4. *an-tömnita*
töji anssʉmnita
5. *an-hakessʉmnita*
haji ankhessʉmnita
mot-hakessʉmnita
haji mot-hakessʉmnit
halssu øpsʉmnita[1]
6. *an-sajiyo*
saji anssʉmnita
mot-sajiyo
saji mot-hamnita

XI. 1. *kasipsita*
2. *sasipsita*
3. *kusipsita*
4. *ipʉsipsita*
5. *tʉsipsita*

XII. 1. *jøngkøjang-kkaji*
2. *phyønyange*
3. *kʉlilo; palʉn-jjoke*
4. *täke*
5. *øtelo*

XIII. 1. *wassʉmnita*
2. *øpsøssø*
3. *kasso*
4. *hässʉmnita*
5. *sikhisøssʉmnita*

XIV. 1. *onʉn-*
2. *ømnʉn-*
3. *innʉn-*
4. *ingnʉn-*
5. *phanʉn-*
6. *annʉn-*
7. *kønʉn-*
8. *møngnʉn-*
9. *kønnʉn-*
10. *kanʉn-*

XV. 1. *yøngøna*
2. *iluøn-ina*
3. *sul-ina*
4. *ʉjana*
5. *meppun-ina*

XVI. 1. *tøuna*
2. *issʉna*
3. *kakessʉmnita-man*
4. *näkessʉmnita-man*
5. *an-imnita-man* or *an-ina*
6. *jom*

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[1] Additional possibility.

XVII. 1. *jom-tø*
2. *jeil johʉn-*
3. *onʉl-potam*
4. *nømø jhønjhøni*
5. *jø-salam-potam*
6. *i-salam-potam*
7. *tø*

Section C. Listening In (True–False) (Page 335)

Conversation 1

Record 24A, beginning

ätamssʉnʉn mikuk-salam-imnita.
kʉ-salam-jipʉn mikuke innʉnte, anä-hako ttal tuli issʉmnita.
kʉløjhi-man, honjasø josøne wassʉmnita.
mullon, josøne jhøʉm wassʉmnita.
josønʉn mikuksø phøk nømnita.
ätamssʉnʉn søule innʉn josøn-yøkwane tʉløssʉmnita.
pangʉn yøkwan u-jhʉnge innʉn khʉn-pang-iko, pangkkapsʉn haloppame samwøn-imnita.

True-False Statements

Record 24A, after 1st spiral

T 1. *ätamssʉnʉn mikuk-salam-imnita.*
F 2. *kʉ-salam-jipʉn josøne issʉmnita.*
T 3. *josøne honja wassʉmnita.*
F 4. *josønʉn phøk khʉn-kosimnita.*[1] *kʉløko, mikuksø kakkapsʉmnita.*
F 5. *ätamssʉnʉn yøkwane tʉlji ankho, jøngkøjange innʉn khʉn-pange tʉløssʉmnita.*

Conversation 2

Record 24A, after 2nd spiral

kim-yønghonʉn søul pujhøng-kʉnjhøe sanʉn-salam-imnita.
kʉ-salame-sikkunʉn jønpu ta hap-häsø, yølssalam-imnita.
kim-yønghonʉn ätamssʉlʉl jhøʉm pwassʉmnita.
kʉløko, mikuk-jhinkunʉn jhøʉm-imnita.
kʉløjhi-man, tusalami johʉn-jhinkuka twässʉmnita.
kajhi papto møkko, kukyøngto taniyøssʉmnita.

[1] *kos-* = 'place'.

True-False Statements

Record 24A, after 3rd spiral

T 1. *kim-yønghonʉn josøn-ilʉm-imnita.*
F 2. *kʉ-salam-jipʉn jøngkøjange issʉmnita.*
F 3. *kim-yønghonʉn honja sumnita.*
F 4. *kim-yønghonʉn mikuk-salam-jhinkuka manssʉmnita.*
T 5. *kim-yøngho-hako ätamssʉnʉn tuli johʉn-jhinkuka twässʉmnita*

Conversation 3

Record 24A, after 4th spiral

josønʉn ilkika phøk jossʉmnita.

yølʉmʉn tøʉpko, kyøʉlʉn phøk jhupji-man, pom-hako kaʉlʉn jhan jossʉmnita.

pinʉn yølʉme mani oji-man, yølʉm-nänä ojinʉn anssʉmnita.

Record 24B, beginning

køjø hantaljjʉm pika mani omnita.

yølʉmʉn jham tøʉpsʉmnita.

kʉløjhi-man, sonäkika omyøn, siwøn-hamnita.

kyøʉlenʉn nuni phøk mani omnita.

mikukʉn ilkika josøn-potam tallʉmnita.

sikhakonʉn yølʉme jham tøʉpsʉmnita.

True-False Statements

Record 24B, after 1st spiral

T 1. *josønʉn ilkika phøk jossʉmnita.*
F 2. *yølʉmʉn jhupko, kyøʉlto jhupsʉmnita.*
T 3. *pinʉn yølʉme mani oko, nunʉn kyøʉle mani omnita.*
T 4. *mikukʉn ilkika konmata tallʉmnita.*
F 5. *sikhakonʉn kyøʉle phøk tøʉpsʉmnita.*

Conversation 4

Record 24B, after 2nd spiral

josøn-salamʉn josøn-ʉmsikʉl møksʉmnita-man, mullon, søyang-ʉmsiktø møksʉmnita.

ätamssʉ-hako kim-yøngho tusalami ʉmsikjømelʉl kassʉmnita.

yøkwanesø jatong-jhalʉl thako kassʉmnita.

i-umsikjømenun søyang-umsikto ikko, josøn-umsiklo innun-jip-imnita.
tusalami ta josøn-umsikul sikhyøssumnita.
ätamssunun ikøt jøkøt mani møkøssumnita.
sulun øpsøsø, monmøkøjji-man, ppilunun møkøssumnita.
jønyøkul kajhi møkko, tusalamun siwøn-han-kølilo sølsøl kølø-kassumnita.

True-False Statements

Record 24B, after 3rd spiral

T 1. *josøn-šalamun josøn-umsikul møksumnita.*
F 2. *ätamssu-hako kim-yøngho tusalami yøkwanesø umsikjøm-kkaji kølø-kassumnita.*
F 3. *ku-umsikjømen josøn-umsik-pakke talun-køsun øpsumnita.*

Record 25A, beginning

T 4. *tusalami papul mani møkøssumnita.*
F 5. *umsikjømesø jatong-jha thako, yøkwane kassumnita.*

Conversation 5

Record 25A, after 1st spiral

ipalsonun palo yøkwan-yøphe issumnita.
ätamssunun køki kasø, ipalul jal hayøssumnita.
mullon, myøntoto hako, mølito kamassumnita.
josønsønun ipalkkapsi ilwøn-imnita.
ätamssunun ipal-hako, yøkwane onun-kile kututo takko, yangpokto tälyø-ipøssumnita.
jipe oni, kim-søngsängi tto osiyøssumnita.
kim-søngsängun pangesø sinmunul ikko, ätamssunun mokyokul hässumnita.

True-False Statements

Record 25A, after 2nd spiral

F 1. *ipalsonun yøkwan-aphe* [1] *issumnita.*
F 2. *ätamssuka mokyok-halyø ipalsoe kassumnita.*
T 3. *ipalsoesø ipal-hako, myøntoto hamnita.*
F 4. *yøkwanesø ipalsoe kanun-kile ku-salami kututo takko, yangpokto täliyøssumnita.*
T 5. *ku-salami jipe oni, kim-sønsängi tto osiyøssumnita.*

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[1] *aphe* = 'in front of.'

Conversation 6

Record 25A, after 3rd spiral

yøkwan-salami annäjalul hansalamul ätamssu-hante kuhä-juøssumnita.
tusalami kajhi køli-kukyøngul nakassumnita.
ätamssunun ajuk amoteto kukyøngul mot-hayøssumnita.
jeil jhøume jongnoe kasø, khun-päkhwajømul poko, kuløkonun, pujhøngul kukyøng-hässumnita.
jongnosø jønjha thako, tähaki innunte-kkaji kassumnita.
køkisø hakkyolul kukyøng-hako, ku-kunjhøe innun pihängjangul[1] *kukyøng-hässumnita.*

True-False Statements

Record 25A, after 4th spiral

F 1. *ätamssuka honjasø annäjalul kuhässumnita.*
F 2. *annäja-hako kim-sønsäng-hako ätamssu sesalami k*[illegible] *kukyøng nakassumnita.*
F 3. *pujhøngun ätamssue-yøkwan-imnita.*

Record 25B, beginning

T 4. *ku-salamtul tähak kukyøngul kasøssumnita.*
F 5. *tähakun yøkwan-imnita.*

Conversation 7

Record 25B, after 1st spiral

ätamssu-sønsängi honjasø pame muøt-jom salkkøsi issøsø, yøkwan kil-kønnø innun sangjøme kassumnita.
waisyajhulul sanunte, hin-køsun øpko, säk-pakke øpsumnita.
kuläsø, päkhwajømelul kassumnita.
køki kasø, mani sassumnita.
päkhwajømenun salami jham manhøssumnita.
kuläsø, jhungjhungtälo nälyø-oji ankho, sungkangkilul thako, nälyø-kassumnita.

True-False Statements

Record 25B, after 2nd spiral

F 1. *ätamssu-ssika*[2] *muøt-jom møkko siphøsø, yøkwan kil-kønnø innun sangjøme kassumnita.*

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[1] *pihängjang* = 'airport.'
[2] *ssi* = 'Mr.'

F 2. *annäja-hako kajhi kassʉmnita.*
F 3. *päkhwajømʉn kʉ-sangjøm-soke*[1] *issʉmnita.*
T 4. *päkhwajømesø ikøt jøkøt mani sassʉmnita.*
F 5. *sʉngkangkinʉn jhʉngjhʉngtämnita.*

Conversation 8

Record 25B, after 3rd spiral

ätamssʉ-sønsängi jatong-jhalʉl thako, jøngkøjange kassʉmnita.

phyo-phanʉntesø phyøngyang-kanʉn itʉng-wangpok-phyolʉl sassʉmnita.

kʉløko, jhimtälo sassʉmnita.

jhimtän ukkøsi alekkøt-potam jom pulphyønʉn hana, kapsi ssani, ukkøsʉl sassʉmnita.

jhaeso jopan møkko, ajhʉm-ilkopsie phyøngyange nälyøssʉmnita.

True-False Statements

Record 25B, after 4th spiral

F 1. *ätamssʉ-ssinʉn jøngkøjange sølsøl kølø-kassʉmnita.*
F 2. *makjha thako, phyøngyange kassʉmnita.*
F 3. *jhimtäesø jopanʉl japsusøssʉmnita.*
T 4. *jhimtä ukkøsʉn alekkøt-potam pulphyøn-hana, kapsʉn ssamnita.*
T 5. *kʉ-salami phyøngyang-kanʉn itʉng-wangpok-phyolʉl sassʉmnita.*